

Project Mich-I-Lifts

Michigan Improving Language Instruction
For Teachers and Students

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Thanks to Paul Bielawski, of the Michigan Department of Education (MDE), who made the appropriate requests that allowed me to write and submit the grant proposal. An enormous thank you to Sharon (Sherry) Kramer of MDE, whose clerical skills are surpassed only by her ability to navigate the bureaucracy demanded by state and federal governmental institutions, especially when grant money is involved. We literally could not have done it without her. To Ana Cardona and Rebecca King Frederickson of MDE who helped us through the final stages of paperwork.

Kudos to all of the teachers who participated in any phase of the project. Life sometimes has a way of interfering with our projects, but you are all to be commended for your willingness to step out of your comfort zone and to try new instructional approaches. Special applause to those teachers who were able to find the time and energy to complete the scenarios that are published in this document.

On a personal note: a special thanks to all of the students and colleagues with whom I have been privileged to work over the years. I first stepped into a language classroom in 1958. The language teaching profession in this country has come through many transitions in that span of time. This is my final professional language project. I am most grateful to all who made it such a rewarding experience. I am pleased and proud to have been a part of Mich-I-Lifts. I know that the work we have done over the past three years will make a significant contribution to the improvement of language teaching and learning in Michigan and elsewhere. Thank you all! Jo Anne

Mich-I-Lifts Participants

The following teachers, representing these school districts, successfully completed all activities associated with Project Mich-I-Lifts for two years of the project

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PROJECT SUMMARY

The ***MICHILIFTS*** (*Michigan Improving Language Instruction for Teachers and Students*) project was designed to provide long-term support for foreign language teachers (K-12) in the state of Michigan. This professional development program offered a series of intensive teacher institutes, workshops, interactive videoconferences, and on-line mentoring over a period of two and one half years (October 1999 – May 2002). The project sought to improve the quality of foreign language instruction K-12 in Michigan by working continuously with a cadre of teachers who were committed to modeling best practice in their classrooms and implementing change within their schools and school districts.

Once funding was awarded in June 1999, project descriptions and application forms were mailed to schools and school districts throughout the state. This opportunity was also announced through the Michigan Foreign Language Association Newsletter. In order to insure that applicants would be able to participate in each scheduled activity, selected participants' district administrators were required to submit a letter of support agreeing 1) to support the teacher in his or her efforts to implement new technologies and standards-based curriculum and assessments, and 2) to release the participant to attend project workshops, both days of the state foreign language association annual meeting, and the video-conference throughout the duration of the grant.

OVERVIEW

Michilifts had different major objectives during each year of the project. As participant professional needs emerged, the project Instructional Team modified the original plan to better serve those involved.

The major objective of Year One was to help participants develop and implement a Personal Professional Improvement Plan (PPP). The year began with a full-day workshop devoted to helping teachers assess their skills and prepare the PPP in which they stated their goals in each of the three major areas: 1) standards familiarization and implementation, 2) language proficiency and 3) knowledge and use of new technologies. Activities in this year were designed to 1) familiarize teachers with state and national standards, 2) acquaint teachers with new technologies, and 3) support teachers in their efforts to improve their own

proficiency in the target language. At the end of Year One, participants submitted a written summary of the goals they had achieved and discussed their Personal Professional Plan with their mentor.

Supporting the Standards Familiarization Goal

The project was designed to improve teachers' knowledge of the Michigan and national standards and help them to develop and implement curriculum, instructional strategies and assessments that were congruent with these standards. At the beginning of the project, participants spent time examining the *Michigan World Language Content Standards (1998)* and the *Standards for Foreign Language Learning (1998)*. As each standard was explained and illustrated, participants completed a self-assessment that addressed ways in which they might implement the Communication, Culture, Connections, Comparisons, and Communities goals.

Supporting the Language Improvement Goal

Current emphasis on the exclusive use of the target language in the classroom requires that teachers have strong language skills. However, due to the size of the state and the existence of many rural communities, many teachers in Michigan work essentially in isolation. It is difficult or impossible for these teachers to interact in the target language with native or otherwise fluent speakers or to use the language they teach for real communication. In an effort to support participants' language improvement, small group sessions with native speakers were included at all workshops and summer institutes. In order to help participants understand and begin to assess their own command of the target language, a segment of the project's initial workshop was devoted to familiarizing participants with the notion of proficiency and the contributions to a proficiency rating made by one's ability to carry out linguistic functions in a variety of contexts with a particular level of grammatical accuracy. During a proficiency familiarization session, participants reviewed the history and development of the proficiency movement as well as the ACTFL Proficiency Guidelines. After working with shorthand descriptions for each proficiency level, they completed a language proficiency self-assessment.

Having completed the proficiency self-assessment, participants were asked to add to their PPPs a set of language improvement goals to guide their professional development

efforts during the next 12 months. Their progress toward those goals was reported during the summer institutes.

Supporting the Technology Goal

The technology strand of the project was designed to increase the participants' technology literacy on multiple levels. Technology was both a focus of instruction and a means of project implementation. One goal of the project was to move participants from a focus on skill building to one of integrating technology into instruction. The Michilifts project allowed each participant to focus on a personal technology goal and to increase his or her technology proficiency by participating electronically in the project.

In the 1999-2000 phase of the project, the focus was on individual skill building. This included goals such as how to use a Listserv, eGroups, how to upload and download documents from eGroups, how to attach electronic files to email messages, and how to identify and deal with firewalls.

In the Summer 2000, technology was an integral part of the workshops. Two sessions focused on PowerPoint and one on technology enhanced problem-based learning (WebQuests). In 2000-01, new technology goals were established, focusing on both skill building and integration into the curriculum. In October 2000, each participant attended a technology workshop of his or her choice at the Michigan Foreign Language Association annual conference. In January 2001 a Video Conference was held. The following summer, the focus of technology narrowed to the development of rubrics using tables and templates, and the tools and skills necessary to produce the learning scenario in electronic format. During 2001-02, participants produced standards-based learning scenarios using a provided template. All documents were produced in electronic format and submitted to the leaders electronically. The results of those efforts appear in this document and later will be published on CD-ROM and made available on the project website as well through the Michigan Foreign Language Association and Michigan Department of Education websites.

ONLINE MENTORING

The workshops, videoconference, and summer institutes helped to build group cohesiveness and provided opportunities for hands-on or language-specific instruction. Online mentoring, however, enabled peers and team leaders to provide more continuous

day-to-day support for teachers' professional development efforts. From the beginning participants in the Michilifts project used e-mail almost continuously to solicit advice and input from their mentors and to communicate regularly with other project participants. Mentors used electronic communication to comment on individual participants' self-improvement plans (PPPs), scenario topics, lesson plans, and assessment rubrics.

In addition, the Michilifts project relied on two sites on the web: a public site which provided information about project goals, timelines, and faculty mentors ([www. klick.org / Michilifts](http://www.klick.org/Michilifts)) and a private site, accessible only to authorized mentors and participants. Project participants used the private site to send messages to the whole group, chat with other members, save files remotely, download templates, share a common calendar, vote for preferred institute dates or seminar locations, and post their Personal Professional Plans (PPPs), learning scenarios, and other assignments. The eGroups permitted participants to pose questions to the entire group and to seek specific feedback both on their work within the project as well as on questions of professional interest.

Participants also used the listserve to announce professional development opportunities and to call attention to especially interesting teaching resources or websites. This component of the project was frequently used and enormously successful. In a large state like Michigan where there are many isolated and rural school districts, a project like Michilifts simply could not have been efficiently administered and teachers' efforts to learn, experiment with, and implement new teaching strategies could not have been effectively supported without the opportunities offered by the online, electronic network.

YEAR TWO: FOCUSING ON LEARNING SCENARIOS AND ASSESSMENT

The major objective of Year Two was to help participants develop and refine a learning scenario, lesson plans, and an assessment rubric on a topic of their choice. Participants were encouraged to implement their scenario with their students during this second year of the project. During this year, they attended a full-day workshop held immediately prior to the Michigan Foreign Language Association annual conference (October), participated in at least one technology workshop at that conference funded by the project, attended a mid-year video-conference, participated in online mentoring relationships with peers and project leaders, and attended a two-day intensive institute during the summer.

Activities during the second year of the project focused on helping participants to prepare, refine, and pilot test an original learning scenario. In order to complete this task, participants needed to 1) be able to distinguish between a classroom activity and a learning scenario, 2) select a scenario topic that would be interesting, age-appropriate, and relevant to their students and their curriculum, 3) complete and refine a description of their scenario using a standardized template, 4) develop detailed lesson plans, 5) understand fundamental principles of evaluation and 6) prepare an assessment rubric.

Defining and Developing the Scenario

Before participants could develop a learning scenario, it was important that they distinguish it from a more typical classroom activity. **For the purpose of the Michilifts project, a learning scenario was defined as an extended thematic unit from which students developed a product, a presentation, original research, or other project on a high-interest and age-appropriate topic of their choice.** The scenario had to allow language learners to develop and demonstrate interpersonal, interpretive, and presentational language skills while gathering and sharing information from the point of view of both the native and target cultures. Students were also required to demonstrate a variety of technological, interpersonal, investigative, and academic skills, show that they had contacted members of a living language community, used authentic target language materials, and/or learned and incorporated content from other disciplines. These components and requirements were incorporated into the Michilifts scenario template.

Before developing their own scenarios, participants analyzed sample scenarios from *Standards for Language Learning (1998)*, first listing and categorizing what students would need to know and be able to do, then noting the skills students would need to successfully work together, and finally listing and categorizing the specific skills as well as linguistic, cultural, and content knowledge that students would need in order to complete the task. Participants quickly realized that a learning scenario is infinitely more complex and distinctly different from typical sequences of classroom activities which demand only that students show control of a limited amount of vocabulary or a defined set of grammatical rules, that require students to use a selective set of skills, that focus all students on the same topic at the same time, and that are carried out over a relatively brief period.

Lesson Plans and Assessments

Once participants had developed and refined the description of their learning scenarios, they used the uniform scenario template and prepared either daily lesson plans for scenarios which could be completed in one to two weeks, or weekly plans for scenarios lasting three weeks or more. Completed plans took into account the proficiency level of the students, the amount of total class time involved, the accessibility of materials, equipment and technology, and the relationship between in-class and out-of-class activities. In their plans, participants outlined lesson objectives, noted what students would already need to know and be able to do in order to begin the project, and stated new functions, vocabulary, or grammar to be learned, as appropriate. Participants also listed students' and teachers' use of technology, described the sequence of activities, and referenced these activities to the national standards.

Participants also planned three kinds of assessments. Homework assignments as well as interim written and oral activities were used to verify students' understanding of basic language functions, vocabulary and structures. Students were also graded on the timeliness and thoroughness of each component of the project, and, for group projects, on their reliability, commitment, and interactions within the group. Finally, participants designed a rubric to evaluate students' final products.

The Learning Scenarios that appear in this document are the result of the efforts described above. Project leaders and participants have learned a great deal from this process and sincerely hope that their work will aid in improving language teaching and learning in Michigan and elsewhere.

In many of the following scenarios, the authors have provided URLs for websites used for research about the themes of the lesson plans. Since websites are subject to change and may even disappear over time, these URLs are included as suggestions only. Neither the authors, Mich-I-Lifts Project Leaders, Oakland County Schools, the Michigan Foreign Language Association or the Michigan Department of Education are responsible for the content of the websites or for the disappearance of the websites mentioned in the scenarios.

LEARNING SCENARIOS

Elementary Level: Grades K-5

French

Jackowski, Felicia	French Farm Fun	1
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Spanish

Burden, Robbyn	The Planets	21
Erickson, Marie	Columbus Day / El día de la raza	27
Ochs-Sandberg, Pamela	House Beautiful / <i>La casa bonita</i>	43
Shotts, Brenda	Spanish-speaking Neighbors	55
Thayer, Lynda	Family Census	69

Middle School Level: Grades 6-8

Spanish

Gastmeier, Amy	Family Album / <i>El álbum familiar</i>	81
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High School Level: Grades 9-12

French

Berryhill, Ruth	Work and Leisure Time	97
Foster, Sheryl	Planning a Celebration	109
Lewis, Victoria	Poetic Love / <i>L'Amour en poésie</i>	121
Mayr, Ursula	Cultural Superstars	135
O'Boyle, Nancy	Regional French Cuisine	147
Webster, Mary	How to Get There / <i>Comment y aller?</i>	157

German

Mayr, Ursula	Cultural Superstars	135
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Spanish

Anderson, Dawn	A Shopping Trip to Spain	169
Frazier, Jennie	The Local Spanish-speaking Community	177
Johnson, Veronica	Art Exhibition	191
Kopper, Joan	At the Restaurant / <i>En el restaurante</i>	199
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Wawro, Rachel	School Days	253
Webb, Lori	Famous Artistis / <i>Artistas famosos</i>	267
Wenman, Forrest	House Hunting	275

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**PROJECT REPORT
&
PARTICIPANT LEARNING
SCENARIOS**

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French Farm Fun

Felicia Jackowski

*Hadley/Murphy and Mayfield Elementary Schools
Lapeer, MI*

SCENARIO PROFILE

Language	French
Grade Level	Elementary School, Grade 1
General Proficiency Level	Novice
Duration of Scenario	Twenty-six 30-minute class sessions

I: SCENARIO COMPONENTS

DESCRIPTION

Within the framework of the farm, first-grade students learn about French farms, various animal names in French and the French sounds that these animals make. They also learn the French words for the four seasons, the months of the year, and review weather and the numbers 1-20 in French. TPR is utilized to teach vocabulary while TPR Storytelling is used to teach language. A feltboard is used to aid the teaching of vocabulary and language. The Internet is used for research on French farms and weather comparisons. The scenario begins with the teacher reading the book *La Ferme de Mathurin* in order to introduce the farm concept, the animals, and the French vocabulary for the animal sounds. Students create a mobile of the four seasons. Each season has a separate symbol and the students write the French name for the season and the months that correspond to it on each season symbol. Students view a French version of the video *Babe*, a story of a pig. The video contains vocabulary that students recognize; after viewing *Babe* students discuss the farm. Various French software programs are used to reinforce French vocabulary within the scenario. The culminating student activity is a cut-and-paste project of the farm during various seasons.

LESSON PLAN OBJECTIVES

- Students review weather words in French by viewing pictures. Students say the weather expressions aloud in French and provide a gesture or action for the weather expression. (Lesson 1)
- Students respond in French to the question: *Quel temps fait-il aujourd'hui?* (Lesson 1)
- Using a globe, students show where France is located and compare that to where they live. (Lesson 1)
- Students respond accurately to questions about the sounds of farm animals in French. (Lesson 1)
- Students respond accurately to the vocabulary in French for the farm, the farmer, and animals. (Lesson 1)
- Students understand the teacher-read French story: *La Ferme de Mathurin*. (Lesson 1)

- Students are introduced to the song in French: “*À la ferme de Mathurin*,” the French version of "Old MacDonald Had A Farm". (Lesson 1)
- Students learn to identify the French vocabulary for ten farm animals. (Lessons 2-5)
- Upon hearing the vocabulary for the farm animals, students respond by providing the corresponding animal sound. (Lessons 2-5)
- Students circle the correct vocabulary word for the animal on a worksheet in response to the teacher naming the animal. (Lessons 2-5)
- Students transition from identifying the ten farm animal names in French to saying them aloud. (Lesson 6)
- Students identify the vocabulary words for the farm animal vocabulary as they hear them in songs and stories. (Lesson 7)
- Students begin to identify similarities and differences between French and American farms. (Lesson 7)
- Students correctly identify a picture of the ten farm animals as they sing about them in French. (Lesson 8)
- Students learn to sing a French song containing the names of the ten farm animals. (Lesson 8)
- Students can correctly identify the ten farm animals by saying the vocabulary word aloud in response to a picture or stuffed animal of the animal. (Lesson 8)
- Students correctly identify French words for the farm, farmer, and ten farm animals. (Lesson 9)
- Students correctly color farm animals in response to the teacher's instructions. (Lesson 9)
- Students identify and name the months of the year and seasons in French. (Lesson 10-17)
- Students talk about the weather and identify the typical weather for each season (Lesson 10-17)
- Students discuss the weather and the seasons in relation to the farm. (Lesson 10-17)
- Students identify vocabulary of the farm and the four seasons by correctly coloring scenes as directed by the teacher. (Lesson 18)
- Students correctly order flashcards with the names of the months of the year. (Lesson 19)
- Students act out a short story with props of the barn and barn animals. (Lesson 19)
- Students learn to identify the two prepositions *dans* and *en dehors de* by responding to teacher directions. (Lesson 20)
- Students use the numbers 1-20 to count animals and engage in simple addition and subtraction problems involving animals. (Lesson 20)
- Students learn to use the prepositions *dans* and *en dehors de* to tell a partner whether animals are inside or outside the barn. (Lesson 21)
- Students use complete sentences in French to explain which animals are inside or outside the barn. (Lesson 21)
- Students answer questions about a story containing farm-related vocabulary. (Lesson 22)
- Students list French words they recognize after viewing the French version of the video *Babe*, a story about a pig. (Lesson 23)
- Students describe the farm seen in the video. (Lesson 23)
- Students answer questions about the seasons and weather after listening to the

- teacher read the book *Les quatre saisons à la ferme*. (Lesson 24)
- Students view pictures of farms in France and in Michigan and describe them and compare them. (Lesson 24)
- Students view weather maps of France and Michigan, explain what the weather is like in each place and compare the weather. (Lesson 24)
- Students correctly label animals and months on a farm scene organized by seasons. (Lessons 25 and 26)
- Students draw and color appropriate animals and objects for the farm scene. (Lessons 25 and 26)

ASSESSMENT ELEMENTS

- ✓ Rubric for Daily Oral Response
- ✓ Rubric for Final Project

STANDARDS

1.1 Interpersonal Communication

- Students correctly identify the French names for the ten farm animals when asked.
- Students respond in French to questions about various farm stories.
- Students use French in cooperative groups to order the French months of the year.
- With partners students guess which animal is in the barn and attempt a complete sentence to describe whether the various animals are placed inside or outside the barn.
- Students use French greetings and respond in French to general get-acquainted questions.
- Students answer the question: *Quel temps fait-il aujourd'hui?*
- Students provide correct French vocabulary responses to teacher questions.

1.2 Interpretive Communication

- As the teacher says the French vocabulary word for various animals, students circle the correct animal choice on a teacher-created multiple-choice worksheet.
- Students color the ten animals on a worksheet in accordance with teacher instructions in French.
- Using TPR students provide correct actions for French vocabulary.

1.3 Presentational Communication

- Students present their final project of the farm to the whole class.

2.1 Practices of Culture

- Students become acquainted with French farms.
- Students learn the French vocabulary for animal sounds and that these sounds are different than in English.
- Students ponder the question of whether French farms are different than American farms.

3.1 Making Connections

- Students reinforce months of the year, seasons, weather, farm, and farm animal concepts.
- Students reinforce basic addition and subtraction facts with the addition or subtraction of farm animals inside and outside the barn.
- Students reinforce weather and farm animal concepts.
- Students learn where France is located on the globe.

3.2 Acquiring Information

- Students hear French farm stories to learn whether French farms are different than American ones.
- Through use of the Internet, students learn about weather in France.

4.1 Language Comparisons

- Students compare the spelling of the French words for the months and seasons of the year with the spelling of the corresponding English words.
- Students hear and repeat the sounds of French farm animals and compare them to farm animal sounds in English.

4.2 Cultural Comparisons

- Students compare French farm culture with American farm culture.
- Using a globe students compare the location of France to where they live.

5.1 School and Community

- Students present their final project to the class and to parents.

II: LESSON PLANS

Lesson 1

Each of the lessons described below is 30 minutes in duration. Please refer to the Assessment Plan for further clarification of each lesson.

Functions

Describing and reporting the weather

Identifying and repeating French farm animal sounds

Identifying French vocabulary for farm, farmer, and the animals in this lesson

Vocabulary

The farm:

la ferme, le fermier, les animaux

Grammar

Three French nouns are introduced.

Materials

Weather pictures

Globe

Felt board of a farm and farm animals

Book: M.Twinn *La Ferme de Mathurin* Child's Play International, 1996.

Cassette Tape: "*À la ferme de Mathurin*"

Stuffed animals that correspond to animals in the song "*À la ferme de Mathurin*"

Technology and Equipment

Cassette tape/CD player

Sequence of Activities

1. The teacher greets the class with *Bonjour* and begins the class by reviewing questions in French: *Ça va? Comment t'appelles-tu?, Quel âge as-tu?, Est-ce que tu es un garçon ou une jeune fille?* These questions are a review of what they learned in kindergarten during the Greetings and Personal Identity Unit.
2. Students review weather through the teacher showing various pictures of weather as the students respond with the correct French vocabulary to match the pictures.
3. The teacher asks the question: *Quel temps fait-il aujourd'hui?* The teacher calls on various students to describe the weather for the day.
4. The teacher shows a globe of the world and asks a student to locate where he/she lives. The teacher then asks a second student where France is located. The teacher puts fingers on both places so that students can geographically see where both places are. The teacher calls on several other students to demonstrate the location of France and Michigan.
5. The teacher shows a felt board of a farm and farm animals. The teacher asks questions: "Do you think that farms in France are different than American farms? How are they different? The teacher does not give answers at this point but says that they will learn the answers to these questions within the coming weeks.
6. The teacher introduces French vocabulary through using TPR techniques: *la ferme, le fermier, les animaux*. Students will give gestures or sounds for this vocabulary once the teacher says it in French.
7. The teacher reads the book in French: *La Ferme de Mathurin* which contains the French vocabulary for the sounds that farm animals make.
8. The teacher plays the cassette tape: "*À la ferme de Mathurin*" while holding up the various stuffed animals that are sung about. The teacher repeats the tape and the students join in singing and making the various animal sounds.
9. The teacher asks: *Qu'est-ce que c'est?* while pointing to the farm, the farmer and the animals. Teacher is looking for answers in French: *la ferme, le fermier, and les animaux*. Students end class singing the song "*Au revoir*" which has been previously learned.

Lessons 2 through 5

Function

Identifying French animal names

Vocabulary

Animals:

le chien, le chat, la vache, le cheval, le cochon, l'âne, le mouton, le canard, la poule, le coq

Grammar

Ten nouns, 2nd person command form of verbs and 3rd person singular of verbs.

Materials

Student animal flash cards

Teacher created mini-stories

10 stuffed animals

Cassette tape: "*A La Ferme de Mathurin*"

Teacher created multiple choice worksheet of the French names for the animals

Transparency of the worksheet

Technology and Equipment

Cassette tape/CD player

Overhead projector

Sequence of Activities

The focus of Lessons 2-5 is on the students ability to listen and identify the French vocabulary for ten farm animals: *la poule, le coq, l'âne, le mouton, la vache, le chien, le chat, le cochon, le canard, le cheval*. The teacher uses TPR techniques to introduce the French vocabulary and students are taught to respond with the sound associated with the animal as the teacher says the name of the animal in French.

1. In Lesson 2 the teacher introduces the first five of the animals using teacher-created animal flashcards.
2. In Lesson 3 the teacher tells a mini-story in French using the vocabulary for the five animals introduced in Lesson 2. Students act out the story.
3. In Lesson 4 the teacher introduces the remaining five animals with flashcards using the same format as lesson 2.
4. Lesson 5 follows the same format as lesson 3 with a teacher-created French mini-story. In lesson 5, the students circle the correct name for the animal shown by the teacher on a teacher created worksheet. The teacher reads aloud all the choices so that students hear them all.

Lesson 6**Function**

Identifying and naming farm animals in French

Vocabulary

Animals:

le chien, le chat, la vache, le cheval, le cochon, l'âne, le mouton, le canard, la poule, le coq

Materials

Teacher-created questions

10 stuffed animals

Student animal flashcards

Cassette tape: “*À la ferme de Mathurin*”

Technology and Equipment

Cassette tape/CD player

Sequence of Activities

1. The teacher asks yes/no questions, choice questions and fill-in-the blank questions; students answer the questions by providing the correct animal name in French.
2. Students play a “Bingo” game using the animal flashcards.
3. For the on-going assessment for this lesson see the “Narrative Description of Assessment” in the Assessment Plan.

Lesson 7

Function

Identifying French animals

Vocabulary

Review animals

Materials

Student animal flashcards

Cassette tape: “*Venez voir ma ferme*” by Barbara McArthur

French farm stories such as: “*Un jour à la ferme*” and/or “*Qui est à la ferme?*”

Technology and Equipment

Cassette tape/CD player

Sequence of Activities

1. Students practice the French animal names by holding up the appropriate animal flashcards as they hear the song “*Venez voir ma ferme*” by Barbara McArthur on *Sing, Dance, Laugh, and Eat Quiche CD #1 Band #14*.
2. The teacher asks students to identify in French the animals that are missing from the song on the tape.
3. The teacher reads another farm story in French such as: “*Un jour à la ferme*” and/or “*Qui est à la ferme?*”
4. Students discuss whether they perceive any differences between French farms and American ones.

Lesson 8

Functions

Identifying and naming farm animals

Vocabulary

Listed below in the song.

Materials

Words to the song below

10 stuffed animals or feltboard with the ten animals

Animal flashcards

2 fly-swatters

French music

Barn picture or barn felt piece

Review sheet

Technology and Equipment

Cassette tape/CD player

Sequence of Activities

1. The teacher introduces a teacher-created song, which includes all ten farm animals of the scenario. The song is sung to the tune of *Twinkle, Twinkle Little Star*.

J'ai une poule, un âne, un mouton	I have a chicken, donkey, sheep
Un canard, chien, cochon	Duck, dog, pig
Une vache, un coq, cheval, et chat.	Rooster, cow, horse, cat.
Mes animaux, les voilà!	My animals, there they are!
Dix habitent à la ferme.	Ten live on the farm
Dans l'étable ils mangent.	In the barn, they eat.

As the students sing, they hold up the flashcard of the appropriate animal that is mentioned. They also do actions for the remainder of the song as the teacher directs.

2. The students play the "Fly swatter" game using pictures of all the ten animals taped to the board.
3. As time allows, students play the game "Hot Potato." Students stand in a circle and pass one of the stuffed farm animals as French music is playing. When the music stops, the student with the animal has to say the French name for it. If he/she can, he/she stays in the circle. If he/she cannot, he/she must sit down at his/her seat. Play continues. When another student misses the French name for the animal, the teacher offers it to the other student out of the game. If that student knows the name for that animal, then they can get back into the game. Play continues using all ten animals. until the teacher ends the game.
4. The teacher gives each student a practice review sheet for homework. The review sheet contains the vocabulary including the farm, the farmer, the ten farm animals

studied and the animal song above. The review sheet contains the French vocabulary with pronunciations and the English translations.

Lesson 9

Function

Interpreting colors and correctly coloring animals as directed by the teacher in French.

Vocabulary

Animals and colors

Grammar

Teacher-directed French imperative sentences

Materials

Animal worksheet

Cassette tape of the “Color Song”

Technology and Equipment

Cassette tape/CD player

Sequence of Activities

1. The teacher reviews the French words for the ten animals, the farm, and the farmer. The teacher uses the “Color Song” to review colors with the students. The colors had been taught in kindergarten.
2. The teacher gives each student a worksheet containing drawings of the ten farm animals. The students color each animal as the teacher provides directions in French and tells the students which colors to use for the various animals.

Lessons 10 through 17

Functions

Identifying and listing the seasons and the months of the year in French

Talking about the weather

Vocabulary

Months of the year:

janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre

Seasons:

l'hiver, le printemps, l'été, l'automne

Animals:

le chien, le chat, la vache, le cheval, le cochon, l'âne, le mouton, le canard, la poule, le coq

Weather expressions:

il fait froid, il pleut, il neige, il fait gris, il fait du soleil, il fait chaud, il fait beau, il fait du vent, il fait du brouillard

Materials

Weather flashcards or pictures

Month and season flashcards

10 stuffed animals

Teacher-created mini-stories

Teacher-created folder barn with inside of folder showing the farm

Teacher-created cardstock of a snowflake, an umbrella, a sun, and a leaf

Yarn

Hangers for each student

Hole punch

Large manila envelope

French music

Review sheets

Technology and Equipment

Cassette tape/CD player

Sequence of Actions

1. Lesson 10

The teacher introduces the three months *décembre, janvier, and février* followed by the season *l'hiver*. The teacher then introduces the weather expressions corresponding to winter: *il fait froid, il neige, il fait gris* in order to prepare students for a teacher-created mini-story. The word *l'étable* is also introduced at this time. The teacher then reads and acts out a short story in French using props such as the stuffed animals, flashcards of the three types of weather previously mentioned, the three months of the year, the season and the barn. The teacher then chooses students to hold the various props for this French story. The students with props stand in a row in front of the class. As the teacher rereads the story, students step forward to show their prop as their part of the story is read. The teacher asks questions at the end of this reenactment of the story for comprehension and clarification. As time allows, different students can be chosen to repeat this procedure.

2. Lesson 11

Students begin the construction of a mobile of the four seasons and the months attributed to each season. The teacher distributes a snowflake on card stock for the students to cut out. The snowflake has the season listed and the three months on one side. The other side has lines drawn for the student to write this information. As the flakes are cut, the teacher goes around and punches holes in the flake at the top and has the students tie yarn through the hole in preparation of tying the yarn to a hanger during the last season cut out in class. The teacher writes the student name on each flake, collects the flakes and stores them in a large manila envelope. It is a nice touch to have the yarn color correlate with the season. (blue or white for winter, peach or light green for spring, bright yellow or orange for summer, and brown for fall)

3. Lessons 12 and 13

The teacher follows the same format as for Lessons 10 and 11. The months of the year and the season introduced are: *mars, avril, mai* and *le printemps*. The weather used in conjunction with this is: *il pleut, il fait beau, il fait du vent*. The season symbol used for the mobile is an umbrella.

4. Lessons 14 and 15

The teacher follows the same format as for Lessons 10 and 11. The months and season covered are: *juin, juillet, août*, and *l'été*. The weather used is: *il fait du soleil, il fait chaud, il fait beau*. The mobile season symbol used is the sun.

5. Lessons 16 and 17

- a. The teacher follows the same format as for Lessons 10 and 11. The months of the year and the season are: *septembre, octobre, novembre* and *l'automne*. The weather used is: *il fait gris, il fait du vent, il fait du brouillard*. The mobile season symbol used is a leaf.
- b. The students complete their seasonal mobile by tying the season symbols onto hangers. Students take the mobiles home. It is amazing how this project helps the students' understanding of these abstract concepts because they can actually "see" the seasons.
- c. The teacher gives each student a practice review sheet of the months of the year and the seasons; the students are to complete the review sheet as homework. The review sheets contain the French with pronunciations and the English translations.

Lesson 18

Functions

Identifying and naming the months and seasons in French.

Vocabulary

Months of the year; seasons

Materials

Teacher-created worksheet

Farm poster

Cassette tape by Barbara McArthur: "*Les mois de l'année*"

Technology and Equipment

Cassette tape/CD player

Sequence of Activities

1. The teacher reviews the vocabulary for the months and seasons by using the song "*Les mois de l'année*."
2. The teacher assesses student understanding of the vocabulary for the months and seasons by directing the students in French to color a worksheet divided into four sections with pictures of the farm in the four seasons.

Lesson 19

Function

Identifying French farm language through enactment of a story

Vocabulary

Review of the months of the year, seasons, animals, weather expressions, farm vocabulary

Grammar

French nouns and French verbs as related to the mini-story

Materials

Student flashcards of the months of the year

10 stuffed animals

Teacher-created story: "*À la ferme*"

Animal flashcards

Manila folder barns

Sequence of Activities

1. Students work in cooperative groups to order flashcards with the names of the months of the year.
2. The teacher reads and acts out with various props the story "*À la ferme*," a teacher-created story that includes all vocabulary learned.
3. After acting out the story, the teacher asks the students questions about it and students respond in French.
4. The teacher distributes animal flashcards and manila folder barns so that the students can act out the story as the teacher rereads it. The inside of the manila folder barns contains the outside of the farm when laid flat.

Lesson 20

Functions

Identifying location

Using numbers to count

Vocabulary

The prepositions *dans*, *en dehors de*; numbers 1-20; *l'étable*, *font*.

Materials

Number flashcards

Manila barn folders

Animal flashcards

Sequence of Activities

1. The teacher reviews the numbers 1-20.

2. The teacher distributes the manila-folder barns and animal flashcards to each student. The teacher introduces the two prepositions *dans* and *en dehors de* by directing the students in French to place certain animals *inside* the manila-folder barn. The teacher then asks in French how many animals are “in” the barn and how many are “outside” of the barn.
3. The teacher then puts the number of animals “inside” or “outside” the barn into an addition and/or subtraction problem, all in French. This activity continues with different numbers of animals inside and outside the barn until the class is over.

Lesson 21

Function

Expressing location inside or outside the barn

Vocabulary

The prepositions *dans*, *en dehors de*, *l'étable*; animals

Grammar

Simple French sentence structure

Materials

Manila-folder barn

Animal flashcards

Sequence of Activities

1. The students again use the manila-folder barns and the animal flashcards to practice *dans* and *dehors* by playing the game “Partner Guess.” Students work in pairs. One student places an animal inside the barn and the other student guesses in French which animal is inside. Then it’s the other student’s turn to place an animal inside the barn while the first student guesses in French which animal it is. The students alternate turns.
2. The students then play the same game by guessing the animals in French that are outside the barn.
3. After the game is completed, the teacher asks individual students to say a whole sentence in French and explain which animals are inside and/or outside the barn.

Lesson 22

Functions

Asking and answering questions about the story “*La petite poule rouge*”

Vocabulary

As related to the above story and French animal names

Materials

Story: *La petite poule rouge*

Cassette tape of story

Software: *Kidspeak 10-in-1 Language Learning* or any other French farm software

Technology and Equipment

ELMO machine to project pages of the story

Computer and software

Sequence of Activities

1. The teacher reads the story *La petite poule rouge* while projecting the pages using an ELMO machine. The teacher could also use a cassette tape of the story instead of reading it aloud.
2. The teacher asks questions about the story after the students have listened to it.
3. The teacher reviews farm vocabulary using the animal sections of the software *Kidspeak 10-in-1 Language Learning*.

Lesson 23**Function**

Listing vocabulary heard in the video

Vocabulary

Vocabulary taught throughout the scenario

Materials

Video: *Babe* (1995 Universal City Studios, Inc.)

Technology and Equipment

VCR and TV monitor

Sequence of Activities

1. The teacher prepares students for the viewing of the French version of the video *Babe*, a story about a pig. The teacher tells the students that they need to listen closely for any French words that they recognize.
2. Since the video is too long to view in its entirety, students view a brief portion of it. After viewing, the teacher asks students to list the words they heard in the video.
3. The students then discuss and describe the farm seen in the video.

Lesson 24**Functions**

Describing the weather

Comparing weather in France and Michigan
Comparing French farms and U.S. farms

Vocabulary

Farm vocabulary as found in the story; weather expressions

Materials

Book: *Les quatre saisons à la ferme*

Technology and Equipment

ELMO

Internet usage to compare French farms with American farms and to compare weather in Lapeer, Michigan with the weather in Paris, France

Websites

Websites of French farms and American farms

Websites of the weather in France and in the U.S.

<http://www.kiddyhouse.com/farm>

<http://www.kidsfarm.com>

<http://www.libertysurf.fr>

<http://www.libertysurf.fr/meteo>

http://www.msnbc.com/news/wea_front.asp

<http://perso.libertysurf.fr/azarof>

<http://perso.libertysurf.fr/baf2000/fermededecourverte.htm>

<http://perso.libertysurf.fr/kervalan/merdy.htm>

<http://perso.libertysurf.fr/pyc1/favorite.htm>

Sequence of Activities

1. The teacher uses an ELMO to project the pages in the book *Les quatre saisons à la ferme*. The teacher begins by projecting the cover of the book that shows a farm scene during each month of the year. The teacher then reads the story as the pages are projected.
2. The teacher discusses the story as it progresses.
3. The teacher asks questions about the story after reading it.
4. The teacher projects website pictures French farms and American farms. The teacher asks questions about the pictures.
5. The teacher projects weather maps for Paris, France and the students' hometown. Students explain what the weather is like in each city and compare the weather in each place.

Lessons 25 and 26

Functions

Identifying months of the year and seasons

Identifying animals

Vocabulary

Months of the year; seasons; animals; *la ferme, l'étable*

Grammar

Teacher-directed French commands and French imperative sentences for directions

Materials

Teacher created worksheet of seasonal farm drawings

Worksheet of the list of months of the year and animal vocabulary

Scissors

Glue

Crayons

French music to work by

Technology and Equipment

Cassette tape/CD player

ELMO machine to project finished projects to the class

Sequence of Activities**1. Lesson 25**

- a. The teacher initiates student work on the final student project about the farm. The teacher distributes a teacher-created worksheet to each student. The worksheet is divided into four parts and each of the four parts contains a picture of a farm in a certain season, so that each of the four seasons is represented. The ten animals studied are scattered throughout the four farm scenes. Each farm scene is labeled with the appropriate season in French.
- b. Students use a blank line on the worksheet to write the French word *La Ferme*, which is the title of the project. Students also copy the word *L'étable* onto a blank line by the barn.
- c. The teacher distributes another sheet of paper containing the names of the months of the year in French. Students then cut out the names of the months and vocabulary words and paste them onto the worksheet in the appropriate season picture.

2. Lesson 26

- a. The teacher distributes a sheet of paper containing the names of the ten animals studied. The students cut out the names of the animals and place them in an appropriate spot on the worksheet.
- b. Students draw and color three or more appropriate seasonal items in each farm picture.
- c. The teacher collects the projects and grades the projects using the rubric outlined in the Assessment Plan.
- d. The teacher presents the projects to the whole class using the ELMO machine. Each student presents his/her project as it is projected.
- e. The students take their projects home.

III: ASSESSMENT PLAN

Narrative

Most assessment in first-grade language classrooms involves teacher observation of students reciting and responding to a variety of activities with minimal emphasis on written assessment considering the age level of the students. On a daily basis the teacher uses the “Daily Oral Response” rubric to assess student recitation and oral language use.

The teacher observes and assesses students as they engage in the following activities used with the various lessons of this scenario:

- | | |
|------------------|--|
| Lesson 1: | While reading <i>La Ferme de Mathurin</i> , the teacher asks questions regarding the difference in animal sounds in French compared to what they are used to hearing. |
| Lessons 2 and 4: | Assessment consists of holding up the flashcard of the animal that the teacher asks for in French. |
| Lesson 3: | Students act out a French mini-story about the animals while holding a stuffed animal. |
| Lesson 5: | A typed worksheet that each student has in front of them for a listening activity involving the French names for the ten animals studied. |
| Lesson 6: | Students hold up flashcards of the animals that are sung about in the song: “ <i>À la ferme de Mathurin</i> .” Additionally students play a Bingo game with the animal flashcards. They must line up the flashcards in two rows of five. When the teacher calls out the French name for the animal, the students must turn that card face down. As a student gets all five cards face down in a row, they call out “les animaux”! For teacher check, the student must name the five animals in French. |
| Lesson 7: | Students hold up animals as they are sung about in the song: “ <i>Venez voir ma ferme</i> .” |
| Lesson 8: | Students play the “fly-swatter” game which divides the class into two teams. A representative from each team holds a fly-swatter and swats the correct animal as the teacher calls out the name in French. |
| Lesson 9: | Students color a worksheet of all ten animals as the teacher directs them in French. |
| Lesson 10: | Students act out a French mini-story about the animals on the farm during <i>l’hiver</i> during the months of <i>décembre, janvier, février</i> ; students also provide a description of the weather for those months. |
| Lesson 11: | Students cut out a snowflake and write the French name of the season as well as the three aforementioned months which the teacher collects and keeps until all four seasons are covered for the students to assemble a mobile. |
| Lesson 12: | Students act out another French mini-story about the animals during <i>le printemps</i> during the months of <i>mars, avril, and mai</i> ; students also describe the weather in French for this time of year. |
| Lesson 13: | Students cut out an umbrella and write out the aforementioned season and months in French. |
| Lessons 14-17: | Students continue in the same manner as lessons 10-13 using the sun as a symbol for summer and a leaf for autumn. |

- Lesson 18: Students use a color sheet with the seasons on a farm and color each scene as the teacher directs them.
- Lesson 19: Students work in cooperative groups and order flashcards of the months of the year; students also act out another French mini-story at their desk using manila-folder barns and animal flashcards.
- Lesson 20: Students count in French the animals that are *dans l'étable* or *en dehors de l'étable* (the manila-folder barn). Basic subtraction and addition are also utilized in French.
- Lesson 21: The manila-folder barns are used and students practice in pairs which animals are inside and outside the barn.
- Lesson 22: The teacher reads "*La petite poule rouge*" and "*Il était une fois*" (Once Upon a Time) and asks assessment-type questions as the book is read.
- Lesson 23: Students watch the French version of the video *Babe*; after viewing the teacher asks questions to assess how much they recognized or understood.
- Lesson 24: The teacher reads "*Les quatre saisons à la ferme*" and asks questions; this activity reviews much of what was covered in this farm unit. Additionally, Internet comparisons of the farm and weather between France and our country are used to spark discussion and provide further depth to this scenario.
- Lessons 25-26: See Rubric that assesses the final project.

French Farm Fun: Daily Oral Response			
Criteria	1 Point	2 Points	3 Points
Language Use (Accuracy)	Little accuracy when trying to reproduce memorized words or phrases	Accuracy when using a very limited number of memorized words or phrases	Accuracy when using a variety of memorized words or phrases
Pronunciation	Poor pronunciation interferes with being understood	Frequent mispronunciation causes some misunderstanding	Few pronunciation errors and easily understood
Fluency	Many long pauses and false starts with frequent resort to English	Frequent pauses and false starts, but thoughts expressed	Few pauses or false starts and smoothly put together in a few phrases or sentences
Comprehension	Barely comprehensible	Mostly comprehensible, requiring some interpretation on the part of the listener	Readily comprehensible, requiring no interpretation on the part of the listener
Total = _____ /12 points			

CONVERSION to DISTRICT GRADING SCALE

Student Raw Score	Max Raw Score of 9
12	100 VG
11	96 VG
10	92 VG
9	88 G
8	84 G
7	80 G
6	76 S
5	72 S
4	68
3	64
2	60
1	56

French Farm Fun: Daily Oral Response			
Criteria	1 Point	2 Points	3 Points
Vocabulary	Label 5 animals correctly by pasting the corresponding names to the appropriate animals into the farm scenes Label 6 of the 12 months correctly by pasting the words into the appropriate seasonal farm scene	Label 7 animals correctly by pasting the corresponding names to the appropriate animals into the farm scenes Label 9 of the 12 months correctly by pasting the words into the appropriate seasonal farm scene Correctly copy "L'étable" on the appropriate item	Paste 9+ animal names correctly to the appropriate animals Paste 11+ months correctly by pasting the words into the appropriate seasonal farm scene Correctly copy "L'étable" on the appropriate item Correctly copy "La Ferme" as the title
Comprehension	Draw and color 1 appropriate seasonal item in any farm picture	Draw and color 2 appropriate seasonal items in 2 different farm pictures	Draw and color 3+ appropriate seasonal items in 3+ farm pictures
Task Completion and Effort	12 items completed	19 items completed	25+ items completed
Total = _____ /9 points			

CONVERSION to DISTRICT GRADING SCALE

Student Raw Score	Max Raw Score of 9
9	100 VG
8	93 VG
7	87 G
6	80 G
5	74 S
4	68 S
3	62
2	56
1	50



The Planets

Robbyn Burden

*Pine Tree & Stadium Drive Elementary Schools
Lake Orion, MI*

SCENARIO PROFILE

Language	Spanish
Grade Level	Elementary School, Grade 4
General Proficiency Level	Novice
Duration of Scenario	Four weeks of classes at 45 minutes per week

I: SCENARIO COMPONENTS

DESCRIPTION

In their elementary Spanish class, fourth-grade students participate in activities to learn the planet names, ordinal numbers, and simple vocabulary, such as colors and adjectives. The activities the students participate in for the duration of this learning scenario culminate into their final project, which is a book. In their book, students complete sentences about each of the planets. These sentences include the name of the planet, their ordinal number according to their distance from the sun, and descriptions of each planet. They then add illustrations to accompany their sentences. Through students' completion of this project, they not only enhance their understanding of the planets, but are also able to transfer their use of ordinal numbers, colors, and adjectives to other disciplines.

LESSON PLAN OBJECTIVES

- Students recognize and produce the names of the nine planets in Spanish. (Week 1)
- Students recognize and write the names of the nine planets in Spanish, and the ordinal numbers that correspond to their position from the sun. (Week 2)
- Students are able to recognize and write the names of the nine planets in Spanish as well as the ordinal numbers that correspond to their position from the sun. (Weeks 3 & 4)
- Students produce a book about the planets by completing sentences that contains information about the planets and produce illustrations, which correspond to these sentences. (Weeks 3 and 4)

ASSESSMENT ELEMENTS

- ✓ Rubric for Participation and Effort
- ✓ Rubric for the Planets Book

STANDARDS

1.1 Interpersonal Communication

- Students play a version of the game Seven-Up and refer to other students by their planet name.
- Students play a memory game and discuss the matches between the names of the planets in Spanish and their pictures.

1.2 Interpretive Communication

- Students echo the names of the planets after the teacher.
- Students listen to a story about the planets and recognize the planet names in it.
- Students echo the names of the planets after the teacher and label in the target language a picture of the solar system.
- Students read about the planets and complete sentences about them.

1.3 Presentational Communication

- Students create a book about planets.
- Students present their completed planet books to one another in small groups.

3.1 Reinforcing Knowledge

- After learning about the planets in their science class, students gain a more concrete understanding of the planets in their Spanish class.
- Students play a game to help reinforce their understanding of the positions of the planets.
- Students use the planet information learned in the Spanish class in their regular education science lessons.
- Students use the basic vocabulary and the planet names in other academic areas.
- Students complete a planet book to help reinforce their understanding of the positions of the planets.

4.1 Language Comparisons

- Students compare the names of the planets in English and Spanish.
- Students compare the target language used and their own language to describe the planets.

II: LESSON PLANS

Week 1

Functions

Identifying and listing names of planets

Vocabulary

el sistema solar

Names of Planets:

Mercurio, Venus, La Tierra, Marte, Júpiter, Saturno, Urano, Neptuno, Plutón, Sol

Ordinal Numbers:

primero, segundo, tercero, cuarto, quinto, sexto, séptimo, octavo, noveno

Materials

Pictures of the planets and the solar system, with names of the planets and their ordinal numbers according to their distance from the sun, written in the target language
Los planetas by Chris Jaeggie, Rand McNally and Company, 1995.

Technology and Equipment

Access to the Internet to obtain pictures of the planets and the solar system

Websites

<http://www.seds.org/nineplanets/nineplanets/>

Sequence of Activities

1. Students are first introduced to the planets and the solar system in Spanish by looking at pictures of these items. They then echo after the teacher the names for the planets in the target language (students have already learned this material in an English science lesson in their regular education classroom)
2. The teacher reads the book *Los planetas* to the students in the target language. The book gives students some simple information about the planets and the solar system, such as where they are located in relation to the sun, the color of the planets, and what the planets are like (i.e. hot, cold, etc).
3. Students play a version of the game 7-Up. Ten students are chosen to hold a picture of one of the planets or the sun, with the name of it in the target language, and the ordinal number according to the planets' placement from the sun. Students line up according to these ordinal numbers. The rest of the class is seated at their desks, and puts their heads down. The 10 planet (or sun) students walk around their classmates and tap one of the students with their heads down. The tapped student raises their hand to indicate they have been tapped. When each of the 10 planet (or sun) students has tapped one student, the 10 planet (or sun) students line up in order again, while the rest of the class raises their heads, and the tapped students stand up. Then, each of the tapped students tries to guess which of the planet (or sun) students tapped them by calling them by their planet (or sun) name. If the tapped student guesses correctly, they take the planet (or sun) student's place and then becomes a tapper. The other student sits down.

Week 2**Functions**

Listing the names of the planets

Sequencing the planets in their order from the sun.

Vocabulary

Names of planets, ordinal numbers

Materials

Picture of the solar system with nothing labeled, cards (the size of playing cards) for playing the game Memory, crayons, colored pencils, markers

Technology and Equipment

Access to the Internet to obtain pictures of the planets and the solar system

Websites

<http://www.seds.org/nineplantas/nineplanets/>

Sequence of Activities

1. As a whole group activity, students revisit the information introduced about the solar system during Week One by first looking at pictures of the planets and the solar system, and echoing after the teacher the names for these in the target language.
2. The teacher passes out to each student a large picture of the solar system with nothing on it labeled. Students are instructed to label each of the planets and the sun in the target language and to label with ordinal numbers the position of each of the planets from the sun. After labeling, the student then accurately colors their pictures.
3. If any students finish labeling their solar system during this class period, they then play a version of the game Memory. Students are in groups of 4-5, and each group receives a pack of cards. Each card has on it either a picture of one of the planets or the sun, or the name of the one of the planets or the sun in the target language. Students spread out all of the cards face down, and take turns flipping over 2 cards during their turn to try to match the picture with the name. If the student gets a match, they keep it and take another turn. If they do not get a match, they turn the cards back over in their spots (so they are face down again), and the next student takes a turn. Play continues until all cards are matched.

Weeks 3 and 4**Functions**

Listing the planets, describing the planets, providing information about the planets

Vocabulary

Names of planets, ordinal numbers

Words to Describe Planets:

cerca, seco, vida, rojo, grande, anillos, azul, frío, pequeño

Materials

Fill-in-the-blank books about the planets (one for each student), crayons, colored pencils, markers, vocabulary list for students to choose from to complete the sentences in their planet books

Technology and Equipment

Access to the Internet to obtain pictures of the planets and the solar system

Websites

<http://www.seds.org/nineplanets/nineplanets/>

Sequence of Activities:

1. Students revisit the information introduced about the solar system during Weeks One and Two by first looking at pictures of the planets and the solar system, and echoing after the teacher the names for these in the target language.
2. The teacher then passes out to students a fill-in-the-blanks book about the planets. Together, the teacher and the students go through the pages of the books. Students read the incomplete sentences on the pages. Students then complete the sentences on each page by writing in the name of the planet or sun in the target language; the ordinal number of the planet according to its distance from the sun; and a sentence to describe something about the planet such as it is far from the sun, it is close to the sun, it is cold, it is hot. After completing the sentences on each of the pages, students draw illustrations to accompany the sentences. The illustrations should have detail, should have at least some color, and should accurately match the written information on the pages.

III: ASSESSMENT PLAN

Throughout this learning scenario, students are assessed and evaluated on their participation and effort. Rubrics are used to gauge their participation in each of the activities for the duration of the scenario, and whether or not they are attempting to use the new vocabulary in the target language. Their final project (the planets book), is also evaluated according to a rubric. This rubric is used to check for accuracy of information and effort. There are no tests or quizzes during this scenario. If students do not participate in the activities overall and/or are not making attempts at using the new vocabulary accurately in the target language, their grade for this learning scenario as a whole will be quite low. If students are participating and are making attempts, their grades will be much higher. A teacher could adjust the points of the rubrics to account for individual student ability/needs.

The Planets: Rubric for Participation and Effort				
Criteria	0 Points	1 Point	3 Points	5 Points
Activity Participation	A student does not participate in any activities for a given week	A student participates in 25% of the activities for a given week	A student participates in 50% of the activities for a given week	A student participates in 75%+ of the activities for a given week
Vocabulary Usage	A student does not attempt to use any of the Spanish vocabulary from this scenario for a given week	A student attempts to use 25% of the Spanish vocabulary from this scenario for a given week	A student attempts to use 50% of the Spanish vocabulary from this scenario for a given week	A student attempts to use 75%+ of the Spanish vocabulary from this scenario for a given week
Total = _____ / 10 points				

The Planets: Rubric for the Planets Book			
Criteria	1 Point	3 Points	5 Points
Completion of Task	Name planets correctly on 6 or more pages	Name planets correctly and state correct ordinal distance of the planet from the sun on 6 or more pages	Name planets correctly, state correct ordinal distance of the planet from the sun, and correctly complete descriptive sentences on 6 or more pages
Illustration Clarity	Illustrations accurately match text on 2-4 pages	Illustrations accurately match text on 5-8 pages	Illustrations accurately match text on 9-11 pages
Total = _____ / 10 points			

Conversion of Total Points for Both Rubrics to a Letter Grade

16 – 20 points = A

1 – 4 points = D

11 – 15 points = B

0 points = E

5 – 10 points = C



Columbus Day / El día de la raza

Marie Erickson
Midland Public Schools
Midland, MI

SCENARIO PROFILE

Language	Spanish
Grade Level	Elementary School, Grades 5 and 6
General Proficiency Level	Novice
Duration of Scenario	Eight 30-minute class sessions (60-minute blocks)

I: SCENARIO COMPONENTS

DESCRIPTION

Students in elementary grades 5 and 6 typically learn about world geography, especially South and Central America. In this scenario, students in Grades 5 and 6 study the contribution of Christopher Columbus and the significance of his arrival in the New World. They learn the names for several Spanish-speaking countries in Latin America, their flags, and their location on a world map. They also learn about food products brought from the Old World to the New World by Columbus and other explorers as well as food products associated with the New World. They also learn to describe Columbus, the man, his ships and his voyage and report this to their classmates and parents.

LESSON PLAN OBJECTIVES

- The students are able to: describe Christopher Columbus physically; name his country of origin and his Spanish sponsors, the country and continent from which he left; describe and name the three ships; show Columbus' voyage on the map; write a paragraph about Columbus; present the written paragraph to the class. (Lesson 1)
- The students are able to: follow directions related to map reading; name continents and countries; associate selected countries with their appropriate flags; locate the same country on a continent map, a world map and a globe. (Lesson 2)
- The students are able to: follow directions related to map reading; name continents and countries; associate selected countries with their appropriate products; locate the products on the country map and color them; write a paragraph about the products of the country their group represents; present their paragraph to the class; label pictures of products with words; graph and compare two countries of their choice; use a Venn Diagram to compare two countries of their choice. (Lesson 3)
- The students are able to: label the old and the New World on a map with the appropriate products which originated from there; write a list of New World products contributions to the Old World; use a Venn Diagram to compare the contributions of both worlds; show Columbus's voyage on the map. (Lesson 4)

- The students are able to: express preferences about fruit from the old and New World; graph their preferences; predict seeds in different fruits; graph a fruit picture; make *papel picado* for decoration; express preferences of different types of foods. (Lesson 5)

ASSESSMENT ELEMENTS

- ✓ Rubric for Columbus and His Three Ships
- ✓ Teacher Evaluation, Parent Evaluation, Class Evaluation and Portfolio Writing Scale for Spanish-Speaking Countries
- ✓ Rubric for Products found in Spanish-Speaking Countries
- ✓ Self-Assessment for The Old and New World
- ✓ Teacher observation for Christopher Columbus Observation

STANDARDS

1.1 Interpersonal Communication

- Students ask and answer questions about the physical description of Christopher Columbus and the voyage he took.
- Students ask and answer questions about several Latin American countries on the map.
- Students express their preferences orally on their favorite country, flag, products, and tropical fruits.
- Students demonstrate their understanding by responding to questions about the products of Latin American countries and follow commands using appropriate vocabulary. Students interact with each other, comparing products from different countries.
- Students demonstrate their understanding by responding to questions and acting out commands by labeling the countries with product names.
- Students interact orally when sharing the products of their favorite country with a companion.
- Students respond to questions and following commands by tasting tropical fruits and graphing their preferences.

1.2 Interpretive Communication

- Students listen to their teacher speak in Spanish about Columbus' voyage to the New World and the Latin American countries encountered.
- Students listen to a teacher-prepared presentation with visuals on the location and primary features of several Latin American countries.
- Students copy or transcribe a list of products from different countries and compare them in a Venn Diagram. Students derive meaning from visuals such as posters and maps.
- Students derive meaning from visuals such as maps and products. They respond appropriately to questions.
- Students copy or transcribe familiar words and phrases when associating products and words.
- Students understand the meaning of countries' products when they exchange information about them.
- Students transcribe their preferences on graph.

1.3 Presentational Communication

- After learning about several Latin American countries, students choose their favorite one and describe it in a written paragraph.
- Students provide an oral description of Columbus and a comparison of the products found in the old and the New World.

2.1 Cultural Practices and Perspectives

- Students exhibit an awareness of other cultures by learning about flags and begin to demonstrate a respect for other cultures by appreciating the differences and similarities.
- Students learn about meal-time habits in Hispanic cultures.

2.2 Cultural Products and Perspectives

- Students learn about aspects of Latin American and European cultures as represented by flags, national anthems, and traditional songs.
- Students begin to demonstrate an appreciation for other cultures and their contributions in the exportation of their products
- Students learn about Hispanic music by listening to tapes/CDs.
- Students learn about the Mayan numbering system.
- Students learn about food products from the target culture by listening to information and by tasting.

3.1 Connect with Other Disciplines

- Students recognize the names of the countries and demonstrate an understanding of basic map concepts such as geographical features learned in other subject areas.
- Students use cognates and prior knowledge increase their knowledge of the geography and history of Latin America.
- Students increase their knowledge of the arts and humanities as they learn about the region, read poems, draw a picture of Columbus, sing traditional songs and write paragraphs on comparing new and Old World products.
- Students increase their understanding of mathematics by working with the Mayan numerical system.
- Students increase their knowledge of science by carrying out seed experiments using seeds from the new and Old World and by making predictions about the seeds.
- Students learn about agricultural products from the old and New World
- Students use acquired Spanish to begin to expand their experience such as in the science seed experiment and their food tasting.

4.1 Comparing Languages

- Students compare how the Spanish language differs from English in assigning gender to nouns.
- Students compare how the Spanish writing system uses different characters to represent sounds not found in English.
- Students recognize the writing systems of other languages by doing Mayan Math.
- Students use cognates to communicate wants, needs and preferences concerning fruits, food, music, and dances.

- Students begin to recognize differences and similarities between their own language and culture and Spanish and Hispanic cultures especially when using Spanish codes on computer.
- 4.2. Comparing Cultures**
- Students recognize the indigenous contributions of the potato, corn, chocolate and other products to our world today.
 - Students begin to recognize differences and similarities between the North American culture and Spanish and Hispanic cultures by comparing flags, by comparing tropical fruits, by comparing other products, by making *papel picado*.
 - Students exhibit an awareness of other cultures by showing the contributions of Hispanic products to the Old World.
 - Students learn about different meals in the native and target culture.
- 5.1 Communities**
- Students present their work to their parents on the final lesson of this cultural capsule. Students and parents share some easy recipes from some Latin American countries.

II: LESSON PLANS

Lesson 1

Christopher Columbus and his three ships / Cristóbal Colón y sus tres caravelas

Functions

Asking questions

Comparing what students like

Identifying and naming countries

Exchanging information and giving simple descriptions of Columbus and his ships

Vocabulary

Food items

Colors

Countries of Central and South America

Modes of transportation

Questions such as:

¿De qué continente vino Cristóbal Colón? ¿De qué país vino? ¿Qué modo de transporte usó para venir de España? ¿Qué nuevo continente descubrió? ¿Qué país tiene una bandera verde? ¿Cómo es Colón?

Grammar

Question formation introduced for reception: *¿De qué color es...? ¿De qué continente vino...?*

Simple sentence formation for production: *Cristóbal Colón vino de..., Descubrió..., Me gusta más..., Es..., Hay...*

Culture

Practices and Perspectives

Students learn about holidays in the Hispanic world.

Materials

Pictures downloaded from the Internet: Christopher Columbus, the kings and queens of Spain, and ships.

Map of Europe and the world.

Christopher Columbus posters from *Turespaña. Secretaria General de Turismo*

The Spanish-Speaking Cultures Coloring Book by Anne-Françoise Pattis, Passport Books Division of NTC, pp. 22-23.

Technology and Equipment

Overhead projector

Computers with Internet access

Printing capabilities

Websites

<http://www.mariner.or/age/columbus.html>

http://www.yahooligans.com/school_bell/Social_Studies/History/Exploration/Explorers/Columbus_Christopher

http://dailynews.yahoo.com/fc/Yahooligans/Columbus_Day

Sequence of Activities

1. The teacher reviews questions for reception: *¿De qué color es ...? ¿Qué es esto? ¿Cuántos hay? ¿Dónde está ...?* Teacher reviews statements / answers with students: *Es... Hay... Está aquí.*
2. Using the pictures and posters on Columbus, the teacher introduces new color terms and descriptive adjectives such as *pálido / fuerte* with colors such as *rosado / amarillo / anaranjado* and *claro / oscuro* with the other colors.
3. The teacher explains the significance for the U.S. between October 12 (Columbus Day) and November 19 (Discovery Day in Puerto Rico). The teacher explains that October 12 is also called “*el Día de la Raza*” (Hispanic Day) in the Spanish-speaking world.
4. Students take home pictures from *The Spanish-Speaking Cultures Coloring Book*, pp. 22-23. Students label each page in Spanish as follows: 1492, *el Rey Fernando de Aragón, la Reina Isabel de Castilla, la Niña, la Pinta y la Santa María, Colón, el Día de la Raza, España, el nuevo y el viejo mundo*. Students color the pages and use them as reference for their paragraph description.
5. Students write a guided paragraph about Columbus. The teacher prepares a transparency. For example: *Cristóbal Colón es _____.* (*un hombre*) *Tiene el pelo _____ y _____* (*café y largo*).
6. On chart paper, the teacher writes sentences that students create. S/He guides the writing by asking questions. Students read the sentences together and individually.
7. Students type their paragraph and learn how to use the Spanish symbols on the computer.
8. Students research Columbus and the kings and queens of Spain on the Internet.

9. Extension for final presentation: Students draw and cut a huge ship on foam board for a school display. The sails are made of white paper with maps of the world. Student paragraphs are unrolled all around the ship. A picture of Columbus could be set on the ship and the best description work is displayed on it.
- Using three little ships made of paper, students follow the voyage on the map, describing the continents and the waters crossed.
 - Students learn and illustrate the poem by Mónica Salcedo: Cristóbal Colón

De tierras lejanas
En tres caravelas
Valiente el marino
Un día partió.
La Niña, la Pinta
Y la Santa María
Trajeron un día
A Cristóbal Colón.

From faraway lands
In three ships
A valiant sailor
Sailed one day.
The Niña, the Pinta,
And the Santa María,
They brought one day
Christopher Columbus.

Lesson 2

Spanish-Speaking Countries / Los países hispanohablantes

Functions:

Asking questions, exchanging information, identifying, describing, and comparing things

Vocabulary

Los siete continentes:

Norteamérica, Sudamérica, Antártida, Europa, África, Asia, Australia

El mapa:

norte, sur, este, oeste

Los países:

Spanish-speaking countries of the world

Las capitales:

Capitals of Spanish-speaking countries

Las formas (para las banderas):

el triángulo, el diamante, el óvalo, el rectángulo, el círculo, el cuadrado, la estrella

Grammar

Nouns, adjectives, prepositions (*en, con, sobre, encima de, debajo de*), verbs

Culture

Products and Perspectives

Students learn about the flags and national symbols of the countries.

Materials

Large map of the continents

Transparency of countries

A globe

World flags display or reference page;

The Spanish-Speaking Cultures Coloring Book by Anne-Françoise Pattis, Editors:

Passport Books Division of NTC pp.4-5, 6-9.

Pesola/Curtain, *Children and Language: Making the Match*

“*Juegos de colores*” by Gessler, pp.5-6

“*Sing, Dance, Laugh and Eat Tacos #2*” tape

Twister game

Ball for “Pass the Ball” game

Technology and Equipment

Overhead projector

Computer with Internet access

Websites

Students research flags, maps and national anthems on the Internet at <http://www.flags.com>

Sequence of Activities

1. Students plot coordinates on a plotting graph as the teacher gives the coordinates for different countries. The final drawing is a continent or a particular country. Students name the countries.
2. Students associate capital cities and countries. Each name is on half a poster board. When a particular country is named, students with the name stand up in front of the room. Its capital follows him/her.
3. Students play Twister on map of the world with capitals.
4. Students label countries and capital on a blank map.
5. Students color flags and find out which countries or capitals they are. See “*Juegos de colores*” by Gessler, pp.5-6.
6. Students are given a continent. In groups of four, they list the countries of that continent.
7. Students learn the song “*Los países hispanos*” on the *Sing, Dance, Laugh and Eat Tacos #2* tape.
8. Students play “Pass the Ball” with the Hugg-a-Planet ball. Each student has to name a different country.
9. Using prepositions and map directions, students have to say which neighbor a particular country has.
10. The teacher uses Pesola/Curtain *Children and Language: Making the Match*, Continents and Flags, Grades 5-6, to teach geography.

Lesson 3

Products of Spanish-Speaking Countries Los productos de los países hispanohablantes

Functions

Asking questions, comparing things, stating information, listing items

Vocabulary

Review continents, map directions, Spanish-speaking countries and their capitals, shapes prepositions of location.

Teach products of Spanish-speaking countries:

el trigo, las palmeras, los molinos, las mariposas, las fábricas, el petróleo, las playas, los toros, las piedras preciosas, el baile flamenco, la pesca, los pelícanos, las focas, el vino, la cerámica, los armadillos, el cactus, los mariscos, el algodón.

Grammar

Nouns and gender, adjective agreement, question words and question formation, present tense, prepositions.

Materials

Legend for products

Maps of Spanish-speaking countries illustrated with products

Venn diagram

Sequence of Activities

1. The teacher spells out the name of a country. Students name the capital. One student spells a country name and others write it out.
2. Students associate selected countries with their appropriate products. In groups of four, students look at the “products map” of a particular country. They name the products. If time allows, they also write a list of the products.
3. As homework, students choose their own continent. They color the products and write their own legend of what each picture means.
4. Using the following as a model, students write their own poem on the country’s products.
For example: *Guatemala, Guatemala
Buen café, deliciosos frijoles,
Guatemala, Guatemala
Capital, Ciudad de Guatemala
Blanco algodón y ricas bananas*
Students may find a rhythm or beat on a drum as they read their poem to the class.
6. Students make their own booklet on a country of their choice. They write their own sentences such as: *En Guatemala, hay... Me gusta este país porque...*
7. Students match pictures of products with words.
8. The teacher prepares a bar graph on different products to see which countries have the most or the least of them.
9. Students fill in a Venn Diagram. Students choose two countries. They develop their comparison by listing the similar and different products.

Lesson 4

The Old and the New World / El viejo y el nuevo mundo

Functions

Describing where countries are located

Describing the characteristics of products
Asking for and providing information

Vocabulary

Review vocabulary from previous lessons.

New vocabulary: Products originating in the Americas such as chocolate and products originating in the Old World such as olives.

Grammar

Nouns and gender, adjective agreement, question words and question formation, present tense, prepositions.

Materials

Map of Europe and the world

Three little paper ships to stick on the map

Venn Diagram

Worksheets #1-7 from the Ferndale Public Schools

Sequence of Activities

1. The teacher explains the Old World numbers and compares this system with the Mayan number system.
2. The teacher presents a variety of products and students guess which products might be from the Old or the New World. They write their own list and then compare it with the teacher's list.
3. Students write a list of products they enjoy today that came from Latin American countries.
4. Students complete a Venn Diagram with the Old and New World contributions to each other.
5. Teacher uses the Ferndale P.S. worksheets 1-7. México may be substituted by another country.
7. Students use a Venn Diagram to write full sentences about the products that come from the Old World or Europe and the New World or Latin America.

Lesson 5

Christopher Columbus Celebration / La fiesta del Día de la Raza

Functions

Stating preferences

Using question words

Describing and comparing fruits

Vocabulary

Review vocabulary for lessons 2, 3, 4

Teach new vocabulary: fruits of the Old and New World; vocabulary related to *papel picado* (*doblar, cortar, dibujar, recortar, abrir*)

Materials:

Fruits such as mangos, papayas, cactus pears, avocados, and different types of bananas.
Spices for tasting (cumin, cinnamon, saffron, paprika)
Typical food items from a Hispanic culture and the corresponding North American meal.
Graph sheet prepared with the coordinates.
Colored tissue papers
Juegos de colores Gessler Publishing, pp. 8, 5, 6
Sing, Dance, Laugh and Eat Tacos #2 “Las chiapanecas”
Paper Flowers from *Bienvenidos*, T.S. Denison & Co., p. 97

Grammar

Nouns and gender, adjective agreement, question words and question formation, present tense, prepositions.

Sequence of Activities:

1. Teacher brings a small watermelon, a papaya, a cactus pear, an avocado, a mango, a banana, a tomato, a tomatillo, a lemon and a pineapple. Ask why they are called fruit. Provide the word *semillas*. Start asking the seed description of known fruit such as the lemon, the pineapple. Give the specific structure: “*En el limón, hay semillas pequeñas, amarillas y ovaladas*”.
The teacher asks the class to predict how many seeds there are in each fruit. Students write their name and prediction on a Post-it note and put it under the name of each fruit. Then students open each fruit and compare the results.
Students taste each fruit and graph their preferences by saying the sentence or writing it on a paper: *Me gusta _____ porque es _____, _____ y _____*.
2. Students complete the following graph to bring to closure the information they have gathered from the tropical fruit lesson.

Completa la siguiente gráfica:

Nombre	Clase (verdura, fruta)	Tamaño (grande, pequeño)	Forma (largo, redondo)	Dureza (duro, suave)	Color exterior	Color interior	Semillas (cuántas)	Origen geográfico
La papaya								
La tuna								
El aguacate								
El mango								
La sandía								
El plátano								
El tomate								
El tomatillo								
El limón								
La piña								

3. The teacher prepares a typical European and a specific Latin American country breakfast, lunch or dinner and students compare the meals with a typical U.S. meal.
4. The teacher explains that typical meals exist in each country but we have to keep in mind that these may vary a great deal according to the family, regional traditions, ethnic backgrounds, socio-economic backgrounds, whether they live in the city or in the countryside, or if they have traveled to different countries. For example, a Chilean family of Scottish background or a Jewish Spanish family would have different family traditions. Also, "American" food could also be found but with a different twist such as a "hamburger" (*carne picada*) with garlic and/or onions cooked into the meat with salt, pepper, cumin (*comino*) and Spanish paprika (*pimiento dulce o rojo*).

The teacher provides information on meals.

El desayuno:

Spain: rolls, sweet pastry, toasts, churros, juices, coffee, warm milk with sugar

México: potatoes, beans, eggs, juices, milk, chocolate (much thicker than in the U.S.), tortillas

El almuerzo / la comida: The main meal

Spain: Some typical dishes may be *paella* (rice, seafood, chicken casserole), *empanadas* (turnovers filled with meat), *gazpacho*. Salads are often cucumbers with tomatoes and lettuce served with olive oil and vinegar. Examples of desserts are *flan*, *arroz con leche*, *crema catalana* or simply fruits.

México: Many dishes have corn, beans, tomatoes, chilis. Tortillas made of corn or flour are present at every meal. *Enchiladas*, *tamales* and *quesadillas*.

Puerto Rico: Rice with red kidney beans, peas. *Plátanos* (plantains) may be fried or baked. When prepared green, it is served as a vegetable with salt. When ripe and fried, it may be sprinkled with sugar and served as a dessert. Lettuce and tomatoes are served in a salad very often with oil and vinegar.

La merienda: Snacks

Snacks such as churros, chocolate, rolls, pastry, bocatas, queso, fruta

La cena: Evening meal (much lighter than the American dinner)

Spain: *Tapas* (appetizers) may suffice. Soup and yogurt or *tortilla de patatas*. Fruit, tea or infusion such as verbena.

México: Chocolate, milk, cookies, *pan dulce*, teas, infusions such as manzanilla.

5. Students taste or smell different spices used in Latin American countries such as cumin, cinnamon, sweet paprika, saffron.
6. Students do activities from the book: *Juegos de colores*, Gessler, pp. 5, 6, 8
7. Students learn a traditional Mexican dance using *Sing, Dance, Laugh and Eat Tacos #2* "Las chiapanecas."
8. Students complete the Paper Flowers activity from *Bienvenidos* by T.S. Denison & Co., p. 97.

III: ASSESSMENT PLAN

Lesson 1

Narrative

Students are assessed on their ability to talk and write in Spanish about Christopher Columbus and his ships. They are assessed on their understanding of and their ability to describe Columbus's voyage. The following rubric is used for the oral presentation.

Columbus Day: Rubric for Columbus and His Three Ships			
Criteria	Ship Sketch 0-4 points	Ship Construction 5-7 points	Ship Take Off! 8-10 points
Vocabulary	Uses one word to describe Cristóbal Colón (body and clothes) and his three ships	Uses short sentences to describe Cristóbal Colón (body and clothes) and his three ships	Uses complete sentences to describe Cristóbal Colón (body and clothes) and his three ships
Creativity with visuals	Uses only spoken words; no visuals or actions to clarify the voyage on the map	Uses 1 or 2 visuals; shows pictures and Columbus' voyage to clarify it on the map	Uses 3 or more visuals, actions or props to explain clearly Columbus' voyage on the map
Quality	Difficult to understand presentation; confusing information	Clear presentation but no additional information	Interesting; very clear, detailed information
Fluency	Many long pauses and false starts	Frequent pauses and false starts	Few pauses and false starts
Total = _____ /40 points			

Lesson 2

Narrative

Students are assessed on their ability to follow commands in the language, by their ability to list 10 Spanish-speaking countries for their parents, and by completing a portfolio writing piece.

Teacher Observation: Based on students' ability to follow TPR commands with a map or a globe.

Parent Evaluation: "Señora Erickson, My son/daughter did practice his/her Spanish Social Studies by naming ten Spanish-speaking countries.
Parents' signature:

Portfolio Writing: Students choose their favorite country. They follow the writing process by starting with a draft using the model below:

Modelo: Mi país favorito

Mi país favorito es Chile. Chile es un país muy largo. Está en el continente de Sudamérica. Está al oeste del continente en la costa pacífica. Chile tiene tres países vecinos. Son Perú al norte, Bolivia al noreste y Argentina al este. Su bandera tiene un cuadro azul con una estrella blanca. Tiene una primera franja blanca y la segunda franja roja. Me gusta este país por su forma y me gusta su bandera por sus colores.

In-class evaluation: Students present their written work to the class and are evaluating using the following 4-point scale.

- 4 points: Excellent articulation; no use of notes; excellent use map and flag.
- 3 points: Good articulation; some use of notes; good use of map and flag.
- 2 points: Hesitant articulation; heavy use of notes; some use of map and flag.
- 1 point: Poor articulation; read complete notes; no use of map and flag non-existent.

Lesson 3

Narrative

Students are assessed on their ability to talk about products from the countries studied. As a preliminary to their oral presentation, students write a short description of the products found in a country of their choice from Latin America.

Columbus Day: Products found in Spanish-speaking Countries			
Criteria Novice	Small Seed 0-4 points	Pretty Flower 5-7 points	Delicious Fruit 8-10 points
Vocabulary	Uses just a few words previously learned; uses little new vocabulary from current lesson	Uses limited vocabulary previously learned; uses some new vocabulary from current lesson	Uses much of the vocabulary previously learned; uses many new vocabulary terms from current lesson
Quality	Difficult to understand presentation; does not communicate very well	Easily understood presentation; communicate with some errors and hesitation	Clear presentation; communicate with very few errors
Preparation	Shows little or no preparation; uses draft of a description of the products	Shows some preparation; uses final copy of description of the products and visuals	Shows a great deal of preparation; uses excellent final copy of description of the products and extensive visuals
Total = _____ /30 points			

Lesson 4

Narrative

Students are assessed on their ability to make an oral presentation to their class in which they demonstrate their understanding of the differences in fruits and other products learned.

Students are assessed on their written work represented by a booklet on the contributions from the Old and New World with illustrations and sentences.

Students do a self-assessment on their acquisition of information about Columbus and the New World as well as their language proficiency. Students explain how confident they are about what they have learned. This is a final general piece of assessment presented at the end of this project.

Task	I'm learning but I don't really know this yet.	I can do this with help.	I can usually do this alone.	I really know this!
1. I can show Columbus voyage on the map.				
2. I can describe where my favorite country is on the map.				
3. I can name one country and its products.				
4. I can name two products from the New World.				
5. I can name two products from the Old World.				
6. I can describe a tropical fruit.				

Lesson 5

Teacher observation:

Observe and make notes on students' ability to follow directions to make *papel picado*.

Observe and make notes on students' ability to follow directions and make a fruit graph.

Presentation to Parents:

Cumulative Lesson

- The class is divided into 4 groups. Each group presents one of the four lessons on Columbus to the group of parents.
 - Lesson One for Group One: Columbus and His Three Ships
 - Lesson Two for Group Two: My favorite Latin American Country
 - Lesson Three for Group Three: Products from Latin American Countries
 - Lesson Four for Group Four: Old and New World
- Each student's Self-Assessment with his/her parent(s)



House Beautiful / *La casa bonita*

Pamela Ochs-Sandberg
Collins Elementary School
Grand Rapids, MI

SCENARIO PROFILE

Language	Spanish
Grade Level	Elementary School, Grades 3 and 4
General Proficiency Level	Novice
Duration of Scenario	Thirteen 30-minute class periods

I: SCENARIO COMPONENTS

DESCRIPTION

Students studying a foreign language at the elementary level typically learn to name family members and describe family relationships. Elementary language students also complete a unit on homes and housing in which they name rooms in a house and ask about and describe typical furnishings and household activities. In this scenario, third- and fourth-graders studying Spanish first learn the names of a variety of Spanish-speaking countries and state on which continent each country is located. Next, using photos or color transparencies of homes and their surroundings in several of those countries, students describe the location and/or the terrain in which the homes are located. Students then learn the names of family members, learn the names of rooms in a house, and ask about and tell in which room a family member is located. Finally, students name the furnishings and describe the activities that are generally associated with each room.

At the end of the scenario, students create a pictorial description of a home in a Spanish-speaking country of their choice. Specifically, 1) students name the country, region, and/or city where their imaginary home could be located, 2) students draw an exterior view of a home of their choice which must loosely reflect the styles and materials that are appropriate to the chosen country, region, and/or city, as shown in the photos or color transparencies used throughout the scenario, 3) students draw and color a background around the home, including at least two typical elements that would be found in the terrain or surroundings, 4) students divide their paper into eight different sections and add drawings or cut-outs of furnishings to represent at least five different rooms of the house, 5) students draw or paste a cut-out of a family member in each room and 6) students write a short sentence describing who is in the room and what that person is doing. Students present their finished projects to high school students in a variety of Spanish classes; completed projects are displayed in the hallway or common areas in the elementary school.

LESSON PLAN OBJECTIVES

- Students name and locate Spanish-speaking countries on a map, learn about the terrain where particular cities or regions are located, and describe different kinds of houses. (Lessons 1 and 2)
- Students name family members. (Lessons 3 to 9)
- Students ask for and tell the location of family members within different rooms of the house. (Lessons 3 to 9)
- Students ask for and name the room in which a particular piece of furniture is usually located. (Lessons 3 to 9)
- Students identify the daily activities that usually take place in particular rooms in the house. (Lessons 10 and 11)
- Students draw the floor plan of a house that includes five rooms of their choice. Students draw or place pictures of family members in each room and write at least one sentence about what each person is doing. Students also state the country and continent in which their house is located, describe the terrain surrounding the home in their picture, and state its location in relation to Michigan. (Lessons 12 and 13)

ASSESSMENT ELEMENTS

- ✓ Rubric for Assessing Students' Posters
- ✓ Rubric for Poster Presentations

STANDARDS

1.1 Interpersonal Communication

- Students ask about and identify rooms, people, and furnishings.
- Students ask and answer questions telling what people are doing and in which room a particular person or item is located.

1.2 Interpretive Communication

- Students listen as the teacher points out the cardinal directions and explains the geographical relationships between Michigan, Mexico, Spain and other Spanish-speaking countries.
- Students listen to descriptions of houses in a variety of Spanish-speaking countries and of the geography or terrain in which each home is located.
- Students listen as the teacher points out and names rooms in a house, names different family members, tells the room in which each family member is located and names furnishings in each room.
- Students listen as the teacher describes typical household activities.
- Students read written descriptions telling what people are doing in different rooms in the house.

1.3 Presentational Communication

- Students state the location of continents and the relative location of various countries.
- Students tell where different members of the family and pieces of furniture are placed on a floor plan or in a dollhouse.
- Students name the room in which typical household activities usually take place.
- Students listen to stories read aloud by the teacher.

- Students name of the country, region, and city where their imaginary home is located and write sentences describing the people in the home and what they are doing.
- Students present their house drawings to high school students in a variety of Spanish classes.

2.1 Practices and Perspectives of Culture

- Students learn that people from around the world build and live in different types of dwellings.

2.2 Products and Perspectives of Culture

- Students view photos or color transparencies of the exteriors and interiors of homes from a variety of Spanish-speaking countries.

3.1 Reinforcing Knowledge

- Students review the cardinal directions.
- Students review the names of countries and continents.
- Students measure rooms in their own house and calculate the square area or the average square area for all rooms measured by their classmates.
- Students create a graph showing the square area of rooms measured by their class.
- Students convert their findings from square meters to square feet or square yards.

3.2 Acquiring New Knowledge

- Students learn that the style and design of houses are influenced by the terrain, climate and available materials.
- Students learn that in many Spanish-speaking countries, people measure things using the metric system.

4.2 Comparing Cultures

- Students compare the way houses are designed and built as well as the room size, layout, and furnishings in a variety of Spanish-speaking countries with comparable houses, room layout and furnishings in different parts of their country and their state.

5.1 School and Community

- Students present their finished projects to high school students in a variety of Spanish classes.
- Completed house pictures are displayed in the hallway or common areas in the elementary school.

II: LESSON PLANS

Lessons 1 and 2

Functions

Asking for and stating information

Asking for and stating location

Describing

Vocabulary

Continents:

África, Asia, Australia, Antártida, Europa, Sudamérica, Norteamérica

Countries:

México, España, Chile, Argentina

Cardinal directions:

el norte, el sur, el este, el oeste,

Locations:

el campo, la ciudad, las montañas, la playa, el desierto, el río, la calle

Grammar

¿ Dónde está ... ?

Está

Culture

Practices and Perspectives

Students learn that people from around the world live in different types of dwellings.

Products and Perspectives

Students learn that there are Spanish-speaking countries located all around the world.

Materials

Wall signs indicating cardinal directions in the classroom

World map or map showing Michigan, Mexico, Chile, Argentina, and Spain

Student copies of a world map on which Spanish-speaking countries are highlighted

Color photos or transparencies showing houses and the surrounding terrain in different parts of the Spanish-speaking world

Hand-outs or small cut-outs of the homes shown in the photos or on transparencies

Teacher-made games and activities

Technology and Equipment

CD/Tape Player

Overhead projector

Websites

<http://www.spanhouse.com/Rentals/rentals.htm>

<http://www.oakland.k12.mi.us/search.htm#Directory>

<http://www.idealista.com/fotos/fotos.jsp>

Sequence of Activities

1. Students listen as the teacher points out the cardinal directions on signs on the classroom walls, then listen as the teacher shows and explains the geographical relationships between Michigan, Chile, Argentina, Mexico and Spain using the cardinal directions. Ex. *México está al sur de Michigan.*
2. Students listen as the teacher points out and names Spanish-speaking countries on other continents and describes their geographical relationships. Ex. *España está en Europa. México está en Norteamérica.*

- Using printed copies of a world map highlighting Spanish-speaking countries, students answer oral true and false questions about the relative location of various continents and countries as they are named by the teacher. Ex: *México está al norte de los Estados-Unidos.*
- Students listen as the teacher shows photos or color transparencies of houses from a variety of Spanish-speaking countries and describes the home and the terrain in which each home is located. Ex *Esta casa está en España. España está en Europa. La casa es grande y blanca.*
- Using a hand-out showing small pictures of all of the houses students have already seen, students point to or hold up the picture which corresponds to the teacher's description.
- If time permits, students play a variety of teacher-made games that review the names of countries, continents, and geographical or physical features.
- Students view photos or color transparencies of homes from a variety of Spanish-speaking countries and compare those structures with homes in different parts of their country and their state, noting how the homes are influenced by the terrain, climate and available materials.

Lessons 3 -9

Functions

Identifying family members

Asking for and stating location

Vocabulary

La familia:

la mamá, el papá, la hermana, el hermano, el bebé, la abuela, el abuelo, el perro, el gato

Los cuartos:

la sala, la cocina, el dormitorio grande, el dormitorio pequeño, el baño, el garaje, la chimenea, la ventana, la puerta

Los muebles de la casa:

la cama, el estante, la bañera, el televisor, el sofá, la mesa, el sillón, el espejo, el fregadero, el inodoro, el piano, la computadora,, la lámpara, la silla, el cuadro

Grammar

¿ Dónde está ... ?

Está

Culture

Products and Perspectives

Students learn that people from Spanish-speaking countries around the world live in different types of houses.

Materials

Song, sung to the *Adams Family* theme

Tengo una casa con puertas y ventanas.

Tengo una casa para la familia,

Para mamá (snap, snap), para papá (snap, snap)
Para mamá, para papá, para el bebé (snap, snap)
Para la hermana (snap, snap), para el hermano (snap, snap)
Para la hermana, para el hermano, para el perro (snap, snap)
Para la abuela, para el abuelo (snap, snap)
Para la abuela, para el abuelo, para el gato (snap, snap).

Large pictures of rooms in the house
 Large pictures of family members
 Individual copies of the floor plan of a house
 Packets of small cut-outs of family members
 Laminated line drawings or photos of the floor plans of one or more houses
 Removable stickers of family members
 Dollhouse, dollhouse furniture and dolls representing family members
 Magnetic dollhouse, furniture and dolls representing family members
 Photos or color transparencies of different rooms of the house
 Yard stick and meter stick

Technology and Equipment

Overhead projector
 Photos or color transparencies of the interiors of rooms in homes in a variety of Spanish-speaking countries

Websites

For photos of houses in different Spanish speaking countries:
<http://www.spanhouse.com/Rentals/rentals.htm>
<http://www.oakland.k12.mi.us/search.htm#Directory>
<http://www.idealista.com/fotos/fotos.jsp>
 For floor plans of houses and other properties in Spain, measured in meters:
<http://www.palmproperties.com/properties/1L.html>

Sequence of Activities

1. Students listen to the song *Tengo una casa* as the teacher draws a simple house with a door and windows. As the song continues, the teacher draws a floor plan of the house and places pictures of family members and pets inside the house as they are mentioned. The song may be sung or presented several times until students are familiar with the tune and important vocabulary.
2. Students listen as the teacher points out and names each room using the drawing on the board or using large pictures of rooms in a house.
3. Students listen as the teacher names different family members and tells the room in which each one is located. Ex: *La mamá está en la sala.*
 One at a time, students place family members in particular rooms as directed by the teacher. Ex: *Pon la mamá en la cocina.* After several students have completed the activity at the board, all students follow the teacher's directions using their own copy of the floor plan of a house and small cut-outs of family members.
5. As students gain confidence, the teacher writes the names of the family members and the rooms on the board and asks students in which room a particular person is located. Ex: *¿Dónde está la mamá? ¿Está en la cocina o en la sala?* Students answer with one word or in a complete sentence.

6. Students sit back to back with a partner. One student places a cut-out of one family member on his or her own copy of the floor plan. The other student guesses where that person located. Ex: Student 1: *¿Dónde está la mamá?* Student 2: *La mamá está en la cocina? ¿Está en la sala?*
7. Students close their eyes while the teacher hides one family member in one of the rooms of the house. They open their eyes, see which family member is missing from the group and then guess which room that family member is in using a standard sentence format written on the board: _____ *está en* _____. Ex. *El papa está en la cocina.*
8. Using removable stickers of family members and laminated line drawings or simple floor plans of a variety of houses, students tell classmates where to place different members of the family.
9. Using a real dollhouse and furniture or scenes of a dollhouse for the magnetic board, the teacher names furniture items and puts the dollhouse or magnetic furniture into its appropriate room as each piece is named.
10. Students listen as the teacher tells what furniture to place in which room and asks a volunteer to carry out the task using the dollhouse or magnetic furniture.
11. Students create sentences stating where a person or piece of furniture is located and classmates carry out the task using the dollhouse or magnetic furniture.
12. Students rearrange a mixed up house, *La Casa Loca*, with furniture in all the wrong places by stating the problem and the solution and then moving the furniture to its appropriate place. Ex. *La bicicleta no está en el baño; está en el garaje.*
13. Students view photos or color transparencies of homes from a variety of Spanish-speaking countries and compare the rooms and furnishings among countries and with rooms and furnishings in their own homes.
14. Using floor plans of homes from Spanish-speaking countries, students calculate the square area of one or two rooms. For homework, students measure the corresponding room in their own home and calculate its square area.
15. With the teacher, students create a graph showing the square area of rooms measured by their class or students calculate the average square area for those rooms.
16. The teacher explains that in America, we measure in feet or yards while in many Spanish-speaking countries, people measure in meters. If time permits, students convert their findings from square meters to square feet or square yards.
17. Students compare room sizes for American homes and homes in the Spanish-speaking countries under consideration.

Lessons 10 and 11

Functions

Asking about and describing daily activities

Vocabulary

Actividades de la casa:

duerme, limpia, lava los platos, lee un libro, estudia, cocina o prepara la comida, se baña, lava el coche, come, trabaja

Grammar

Regular -ar verbs such as *limpiar, lavar, estudiar, cocinar, preparar, bañarse, estudiar, trabajar*

Third person forms of -er and -ir verbs such as *dormir, leer, comer*

Culture

Practices and Perspectives

Students learn about typical family roles and activities in a variety of Spanish-speaking countries.

Materials

Laminated pictures of household activities

Transparencies of floor plans of typical homes in Spanish-speaking countries

A transparency picture or silhouette of a character like Waldo from the *Where's Waldo* series

Transparencies of different rooms in a house

Casas, Salvador Sarmiento, Hampton-Brown Company, Carmel, CA., 1995.

Sequence of Activities

1. Students listen as the teacher describes the actions shown in each picture.
2. As the teacher names each action, students name the room in which that activity usually takes place. Ex: Teacher: *José lava los platos.* Students: *Está en la cocina.* Teacher: *¿Dónde lava los platos?* Students: *Lava los platos en la cocina.*
3. Students match written descriptions of the activities with the room in which the activity usually takes place.
4. Students play *¿Dónde está Waldo?* With the overhead projector turned off, the teacher places a cut-out character like Waldo in a particular room on a transparency of a floor plan of a typical home in a Spanish-speaking country. Students take turns guessing the room in which the character is located and describe a possible activity that the character may be doing in that room. When a student guesses correctly, the teacher turns on the projector to confirm the character's location and activity.
5. Using class copies of the book, students listen as the teacher reads the book *Casa* (Salvador Sarmiento) which shows different types of houses in several different countries of the world. The countries are listed on the board after the book is read and students review country names and the names of the continents on which they are located.
6. After hearing the story read aloud several times by the teacher and by other students, students answer questions about where a particular person mentioned in the story is from. Ex. *¿Dónde vive la muchacha que lleva el vestido blanco?* *¿Dónde vive el muchacho que lleva el sombrero negro?*

Lessons 12 and 13

Materials

18" x 24" paper

Crayons, markers, colored pencils, scissors, glue sticks and other art supplies

Small colored sheets of paper to add speech bubbles and captions to each picture

Technology and Equipment

Video camera to record students' presentations

Websites

No new websites are introduced in this lesson but students may refer to any of the websites used in prior lessons to get ideas for their houses.

Sequence of Activities

1. At the top of the page, students write the name of the country, region, and city where their imaginary home could be located. Students write a sentence stating where that country, region, or city is located relative to Michigan.
2. Students draw an exterior view of a home of their choice. Their drawing must loosely reflect the styles and materials that are appropriate to the chosen country, region, and city, as shown in photos or color transparencies used throughout the scenario.
3. Students draw and color a background around the home, including at least two typical elements that would be found in the terrain or surroundings.
4. In the remaining space or on another page, students divide their paper into eight different sections representing at least five different rooms of the house.
5. Students draw or paste a cut-out of a family member in each room.
6. Students write a short sentence describing who is in the room and what they are doing.
7. Students present their house drawings to high school students in a variety of Spanish classes.
8. Completed projects are displayed in the hallway or common areas at the elementary school.

III: ASSESSMENT PLAN

Narrative

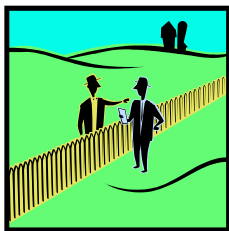
Students are assessed on their posters and on their poster presentations.

Rubric for Assessing Students' Posters

La casa bonita: Poster Project			
Criteria			
Exterior view and background information	Student includes one of three elements: 1) country name and continent OR 2) drawing of house that reflects style and materials OR 3) two typical elements in terrain and/or surroundings 1 point	Student includes two of three elements: 1) country name and continent AND/OR 2) drawing of house that reflects style and materials AND/OR 3) two typical elements in terrain and surroundings 3 points	Student includes all three elements: 1) country name and continent AND 2) drawing of house that reflects style and materials AND 3) two typical elements in terrain and/or surroundings 5 points
Interior views	Student includes one of three elements: 1) eight scenes OR 2) drawings or cut-outs of furnishings OR 3) drawings or cut-outs of family members. 1 point	Student includes two of three elements: 1) eight scenes AND/OR 2) drawings or cut-outs of furnishings AND/OR 3) drawings or cut-outs of family members. 3 points	Student includes all three elements: 1) eight scenes AND 2) drawings or cut-outs of furnishings AND 3) drawings or cut-outs of family members. 5 points
Descriptions of family members and activities	Student names only : 1) two or three rooms AND 2) one or two family members AND 3) 0-1 household activities 10 points	Student uses some complete sentences to name: 1) four to seven rooms AND 2) three or four family members AND 3) two to four household activities 15 points	Student uses many complete sentences to name: 1) eight or more rooms AND 2) five or more family members AND 3) five or more household activities 20 points
Effort and creativity	Project uses little color and little attention has been paid to layout and design 1 point	Project uses some color and has some interesting layout and design elements 3 points	Project is colorful, neat, and well-designed 5 points
Total = _____ / 35 points			

Rubric for Poster Presentations

La casa bonita: Oral Presentation			
Criteria	3 points	8 points	10 points
Content	Student can identify some rooms or family members	Student can identify many rooms and family members and can tell what some family members are doing	Student can identify all rooms and family members and tell what many family members are doing
Use of Spanish	Student uses mostly English to present his or her work	Student uses a mix of Spanish and English to present his or her work	Student speaks mostly in Spanish to present his or her work
Volume	Student speaks too softly to be heard	Student can usually be heard	Student speaks clearly and is easy to hear
Comprehensibility	Only a little of what the student says is comprehensible	Most of what the student says is clear and understandable	All of what the student says is clear and understandable
Total = _____ /40 points			



Spanish-Speaking Neighbors

Brenda Shotts

*L'Anse Creuse Public Schools
Harrison Township, MI*

SCENARIO PROFILE

Language	Spanish
Grade Level	Elementary School, Grades 4 and 5
General Proficiency Level	Novice
Duration of Scenario	Nine 50-minute class sessions

I: SCENARIO COMPONENTS

DESCRIPTION

Upper-elementary school students customarily complete a unit on world geography in which they investigate one or more countries and cultures in different parts of the world. In this scenario, students in Grades Four and Five study 21 Spanish-speaking countries and territories. They learn the names of these countries and territories, create and color each country's flag, label maps with the country's name and capital, and compare the size and location of the countries with each other and with the state of Michigan. Once they have completed these studies, students prepare a poster on a Hispanic country of their choice. The students present their reports orally to the class and in poster form to their parents and to other students in the school. Each class chooses one of the arts or handicrafts presented in the poster projects and makes that handicraft in a modified form.

LESSON PLAN OBJECTIVES

- Students recognize the names of at least 20 Spanish-speaking countries. (Lesson 1)
- Students state the number of Spanish-speaking countries in the world. (Lesson 1)
- Students understand oral descriptions in Spanish of the flags of Spanish-speaking countries.
- Students correctly draw and color those flags. (Lessons 2 and 3)
- Students ask for, state, and point out on a world map the location and capital cities of Spanish-speaking countries in North America, Central America, and South America.
- Students describe and compare the size of Spanish-speaking countries in North America, Central America, and South America (Lessons 4 and 5)
- Students receive information and requirements for country presentations and poster projects. This information is presented in English. (Lessons 6 and 7)
- Students complete their research on the assigned countries. (Lessons 6 and 7)
- Students present their completed projects and listen to each other's presentations. (Lessons 8 and 9)

- Students select and learn how to create a work of art or handicraft from among those that were researched and described. (Lessons 8 and 9)

ASSESSMENT ELEMENTS

- ✓ Rubric for Assessing Class Participation
- ✓ Rubric Assessing Students' Oral Poster Presentations
- ✓ Spanish project grade guide

STANDARDS

1.1 Interpersonal Communication

- Students ask and answer questions about the number of Spanish-speaking countries in the world.
- Students ask for and state opinions of the flags as they listen to descriptions and draw or color them.
- Students ask for and share colored pencils, crayons or markers.
- Students ask for and describe the relative location of Spanish-speaking countries and their capitals.

1.2 Interpretive Communication

- Students listen to two stories in Spanish about where they live in the world and about daily activities of Spanish-speaking children around the world.
- Students listen to a list of Spanish-speaking countries presented in a song.
- Students listen to directions in Spanish on how to draw and color each flag.
- Students listen to descriptions of the location and size of Spanish-speaking countries in North America, Central America, and South America.
- Students follow directions in Spanish in order to label countries and capitals.
- Students listen to each other's oral presentations.
- Students read each other's poster presentations.
- Students listen to directions for completing the handicraft project.

1.3 Presentational Communication

- Students present the information from their projects to their classmates both orally and in writing.

2.1 Practices and Perspectives of Culture

- Students learn about typical routines and activities, including going to school, playing in the park, going to the market, doing chores, giving gifts, and eating dinner with the family.

2.2 Products and Perspectives of Culture

- Students draw replicas of flags from Spanish-speaking countries.
- Students learn about and create handicrafts and traditional art forms from Spanish-speaking countries.

3.1 Reinforcing Knowledge

- Students review the location and names of continents and the names and capital cities of Spanish-speaking countries.

- Students record information in tables or charts.
- Students count the number of Spanish-speaking countries on each continent and calculate the total number of countries.
- Students review or learn facts about their assigned country.
- Students use math and calculator skills to calculate and compare the square area of their country and the area of the state of Michigan. Students present their calculations in square miles or in square kilometers.
- Students make connections to art through the art and handicraft projects.

3.2 Acquiring New Knowledge

- Students compare the size and location of countries studied with the size and location of their own country and state.
- Students learn about a variety of Spanish-speaking countries through their own research and that of their classmates.

4.2 Cultural Comparisons

- Students compare the routines and activities of children in Spanish-speaking countries with their own routines and activities.
- Students compare the relative size of pairs of Spanish-speaking countries orally or in writing.

5.1 School and Community

- Students present their research orally and in writing to their classmates and to younger students in their school.
- Students present their research in writing in the common areas around the school for students and parents to view.

II: LESSON PLANS

Lesson 1

Functions

Listing and enumerating

Asking and stating information (how many)

Vocabulary

Countries and territories:

Costa Rica, República Dominicana, Bolivia, Colombia, España, El Salvador, Cuba, Puerto Rico, Honduras, Venezuela, Panamá, Chile, Argentina, Ecuador, Guinea Ecuatorial, Guatemala, Perú, Paraguay, Uruguay, Nicaragua, Estados Unidos, México

Culture

Practices and Perspectives

Students learn about daily activities of children around the world, including going to school, playing in the park, going to the market, doing chores, giving gifts, and eating dinner with the family.

Materials

Story: *Mi dirección global*, Tamara Nunn, Creative Teaching Press, 1997.

Story: *Igual que yo*, Christine Hood, Creative Teaching Press, 1997.

Song: “*Los países hispanos*” from *Sing, Laugh, Dance, & Eat Tacos 2*

Large map of the world

Student copies of world map

Technology and Equipment

Tape or CD player for song

Sequence of Activities

1. The teacher reads *Mi dirección global* and *Igual que yo* aloud in Spanish.
2. Students guess how many Spanish-speaking countries they think there are in the world. Students state their guesses in writing.
3. Students listen to the country song on the tape *Sing, Laugh, Dance, and Eat Tacos 2* and try to count the number of Spanish-speaking countries listed in the song.
4. Students compare the number of countries mentioned in the song with their original guesses.
5. Students listen to the song a second time while the teacher emphasizes each country's name.
6. The teacher asks about and records students' guesses and revised guesses in a chart or table, then announces the correct number of Spanish-speaking countries.
7. The teacher points out the location of each country, emphasizing its continent and distance from the United States.
8. Students point out countries and continents on their copies of the world map.
9. Students calculate the number of Spanish-speaking countries on each continent and find the total number of Spanish-speaking countries in the world.
10. In English, students compare their daily activities and routines with those described in the books *Mi dirección global* and *Igual que yo*.

Lessons 2 and 3

Functions

Describing

Vocabulary

Colors:

Lesson 2: *rojo, azul, verde, blanco, amarillo*

Lesson 3: *rojo, blanco, azul, verde, negro, gris, marrón, amarillo, anaranjado, morado*

Objects:

Lesson 2: *la estrella, la raya*

Lesson 3: *el sol, el águila, el árbol, las plantas, la llama, el río, la montaña, el arco iris*

Names of countries:

Lesson 2: *Costa Rica, República Dominicana, Bolivia, Colombia, España, El Salvador, Cuba, Puerto Rico, Honduras, Venezuela, Panamá, Chile.*

Lesson 3: *Argentina, Ecuador, Guinea Ecuatorial, Guatemala, Perú, Paraguay, Uruguay, Nicaragua, Estados Unidos, México*
Names of continents:
Europa, África, Sudamérica, Norteamérica
Numbers: 0-20

Culture

Products and Perspectives

Students learn about the flags of 20 Spanish-speaking countries.

Materials

Song: “*Los países hispanos*” from *Sing, Laugh, Dance, & Eat Tacos 2*

Outlines of flags obtained from web site or hand-drawn

Crayons colored pencils or markers

Technology and Equipment

Tape or CD player for song

Computer and printer

Websites

<http://www.fotw.net> for flag outlines and information on colors and symbols. Outlines can be found in the “coloring book” section of the site.

Sequence of Activities

1. Students review the names of countries mentioned in the books and in the song “*Los Países Hispanos*.”
2. Students review vocabulary for describing color and basic shapes.
3. Students listen to a teacher-led presentation describing the design and colors in the flags of the following countries or territories:
Lesson 2: *Costa Rica, República Dominicana, Bolivia, Colombia, España, El Salvador, Cuba, Puerto Rico, Honduras, Venezuela, Panamá, and Chile*. (These 12 flags were grouped together because they use only solid colors and stars as decoration.)
Lesson 3: *Argentina, Ecuador, Guinea Ecuatorial, Guatemala, Perú, Paraguay, Uruguay, Nicaragua, Estados Unidos, México*. (These 10 flags have more complicated symbols and features.)
4. Based on descriptions in Spanish provided by the teacher, students color small replicas of these flags, using basic flag outlines where only the borders between the colors are indicated.
5. Students may choose to complete larger versions of their favorite flags if time allows.
6. Students ask for and state opinions of the flags as they listen and draw using the following expressions: *¿Te gusta esta bandera? ¿Te gusta la bandera de Ecuador?, Sí, me gusta., Sí, me gusta mucho., No, no me gusta., and Prefiero la bandera de...*

Lessons 4 and 5

Functions

Asking for location
Stating or describing location
Comparing location and size

Vocabulary

Names of continents:

Europa, África, Sudamérica, Norteamérica, en el continente de...

Cardinal directions:

norte, sur, este, oeste, noreste, noroeste, sudeste, sudoeste

Relative directions:

al...de, en el...de, en el centro de

Descriptions:

grande, pequeño

Comparisons:

más...que

Culture

Practices and Perspectives

Students learn that, in most Spanish-speaking countries, distance is measured in kilometers.

Products and Perspectives

Students learn about the location and relative size of Spanish-speaking countries in North America, Central America, and South America.

Materials

Outlines of North, Central, and South America showing borders but not country names
Crayons, pencils
Transparencies of maps for teacher

Technology and Equipment

Overhead projector

Sequence of Activities

1. Following the teacher's directions in Spanish, students label Spanish-speaking countries in North America, Central America, and South America.
2. Students listen as the teacher compares the relative location of various pairs of countries.
¿Dónde está México?
México está al norte de Guatemala.
¿Dónde está Perú?
Perú está al sur de Venezuela.
3. Using their maps, students ask and tell where countries are located in relation to another country.
4. Students correctly copy and mark on their maps the name of each country's capital city.
5. Students listen as the teacher states the relative location of the capital within each country's borders.

¿Dónde está Buenos Aires?
Buenos Aires está en el este de Argentina.
¿Dónde está La Paz?
La Paz está en el centro de Bolivia.

6. Using their maps, students ask for and state the general geographic location of the capital city within each country.
Buenos Aires está en el este de Argentina.
La Paz está en el centro de Bolivia.
7. Students listen as the teacher compares the relative sizes of various countries with the states of Michigan and with the United States.
Argentina es más grande que Michigan.
Argentina es más pequeño que los Estados Unidos.
Michigan es más pequeño que Colombia.
8. Using their maps, the students make oral or written comparisons between the size of various countries and the size of their state and country.

Lessons 6 and 7

Functions

Describing characteristics and relative location

Vocabulary and Expressions

Mi país es _____.
Mi país tiene _____.
La capital es _____.
_____ está al norte (al sur, al oeste, al este, al noreste, al sureste, al suroeste, al noroeste).
Un ejemplo de su artesanía es _____.
Unas ciudades grandes son _____.

Grammar

No specific grammar rules are targeted in this lesson. Students use formulaic expressions to present their research.

Culture

Students complete research noting important cities, geographic features, and traditional art forms and handicrafts.

Materials

Project Requirements Sheets

Project Worksheet

World map

Resource materials including library books and encyclopedias

Poster board

Art supplies, including writing materials, glue, rulers

Technology and Equipment

Tape or CD player

Computers for online research

Websites

<http://www.fotw.net>

<http://www.encarta.msn.com>

Sequence of Activities

1. The teacher and students review the names and locations of Spanish-speaking countries on a world map.
2. The teacher introduces the oral report and poster project and discusses each requirement.
3. Students list at least five countries they would most like to research from the list on the *Project Requirements Sheet*.
4. The teacher reviews students' preferences and assigns countries so that no more than two students in a class research the same country.
5. Students begin their research in class and complete the project outside of class.
6. Students use the *Calculating Square Area* examples in the worksheet to calculate the square area of their country and to compare their findings with the area of the state of Michigan. Students may convert their calculations from square miles to square kilometers.
7. Students use formulaic phrases and vocabulary to present their research in Spanish.

Spanish Project: Requirements

Name _____

Class _____

PROJECT DUE DATE: _____

1. Choose five Spanish-speaking countries or territories to study from this list.

Argentina

El Salvador

Nicaragua

Bolivia

España

Paraguay

Chile

Panamá

Perú

Colombia

Guatemala

Puerto Rico

Costa Rica

Guinea Ecuatorial

República Dominicana

Cuba

Honduras

Uruguay

Ecuador

México

Venezuela

2. I will assign you one of these countries. Do not begin your project until I have assigned you one country from your list.
3. Complete the worksheet questions for that country in order to have the information you'll need for your poster.
4. Create a presentation poster that contains the following:
 - A. A representation of the flag of that country
 - B. The information from the worksheet, presented in a clear and interesting manner
 - C. A title or heading that tells the name of the country or territory
 - D. A picture, drawing, photo, computer printout, ... of the craft from that country. If you would like to share an actual example of the craft, be sure to transport and display it carefully.
 - E. An outline map of the country, including: 1) the capital city, 2) two major cities other than the capital, and 3) two major geographic features

Project Worksheet

Name _____

Class _____

Answer the following questions based on the country or region that you chose for your project. This information should be included in your presentation poster. This worksheet is due with your project.

- What is the name of your country/region?

_____ *es el nombre de mi país.*

- What is the name of its capital(s)?

La capital de _____ *es* _____

3. What is the size of the country in square miles?

_____ *tiene* _____ *millas cuadradas.*

4. How large is it compared to Michigan?

Calculating Square Area: To determine the size of a country or territory compared to the size of the state of Michigan, use the following formula:

A = square miles of country

58,500 = square miles of Michigan

A divided by 58,500 = how many *Michigans* the country is.

Example 1: A country is 40,700 square miles.

$40,700 / 58,500 = .696$

This country is .70 *Michigans* large or this country is 70% as large as Michigan. This country is 30% smaller than Michigan.

Example 2: Another country is 156,700 square miles.

$156,700 / 58,500 = 2.679$

This country is 2.68 *Michigans* in size. This country is almost two and three-quarters times as large as Michigan.

Round your calculation to the nearest 100 square miles.

_____ *es la talla de* _____ *Michigan.*

5. What is the name of the art or craft that you found for the country?

_____ *es una artesanía en* _____.

6. Describe in English how the art or craft is made.

Project Worksheet (Continued)

7. Name 2 major cities other than the capital. (These should be the largest cities before or after the capital.)

Dos ciudades grandes de _____ son _____ y _____.

8. Where is the country or region located? Is it in North America, Central America, South America, the Caribbean, Europe or África?

_____ *está en (Norteamérica, Centroamérica, Sudamérica, el Mar Caribe, Europa, África.*

9. What is located north, northeast, east, southeast, south, southwest, west, or northwest of this country?

Al norte está _____ *Al noreste está* _____.

Al este está _____ *Al sureste está* _____.

Al sur está _____ *Al suroeste está* _____.

Al oeste está _____ *Al noroeste está* _____.

10. Name two major natural geographic features of the country, such as mountains, lakes, rivers, or volcanoes.

_____ *son montañas.* _____ *es un lago.*

_____ *es un río.* _____ *es un volcán.*

Lessons 8 and 9: Presentations and Creation of Traditional Arts and Handicrafts

Functions

Reporting information
Describing

Culture

Students learn about a variety of Spanish-speaking countries.

Materials

Student projects
Supplies to make the work of art or handicraft

Websites

No websites are needed although teachers may wish to support this part of the scenario with websites devoted to the particular art or handicraft students have decided to create.

Sequence of Activities

1. Students present their reports to the class or to classes of younger students, and then display their projects for the school and parents during spring conferences.
2. Students select from among the arts and handicrafts presented in the reports one or two projects (EX: *mola* yarn paintings or friendship bracelets) that they would like to create.

III: ASSESSMENT PLAN

Narrative

Students are assessed using 1) on-going assessments to monitor and evaluate their participation, 2) an assessment of their oral presentation, and 3) an assessment of their written poster.

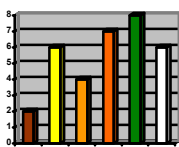
Assessing students' class participation

Spanish-Speaking Neighbors: Assessing Class Participation			
Criteria	0 points	8 points	10 points
Active listening	Rarely listens to teacher or peers	Listens attentively much of the time	Always listens attentively
Level of participation	Little or no participation	Participates in some activities	Is always an active participant
Use of language	No effort to use Spanish in class	Uses some Spanish in class	Uses Spanish most of the time
Total = _____ / 30 points			

Assessing students' oral presentations

Spanish-Speaking Neighbors: Assessing Students' Oral Poster Presentations			
Criteria	0 points	8 points	10 points
Use of Spanish	Student presents work primarily in English	Student presents work in mix of Spanish and English	Student presents work entirely in Spanish
Volume	Student speaks too softly to be heard by classmates	Student can usually be heard by classmates	Student speaks clearly and is easy for classmates to hear
Comprehensibility	Only a little of the student's report is comprehensible	Most of what the student has to share is clear and understandable	All of what the student has to share is clear and understandable
Fluency	Student hesitates and is unsure about what to say	Student seems quite comfortable	Student speaks with little hesitation and uses language appropriately
Total = _____ / 40 points			

Spanish Project Grade				
Name:		Teacher:		
Project requirements	Points Possible			Points received:
Timeliness	Project is late: 0 Project is received on time: 20			
Neatness	Poorly done 10	Nicely done 16	Eye-catching 20	
	Did not include or was incorrect	Included with small errors	Included and accurate	
Map	0	3	5	
Title	0	3	5	
Name of capital	0	3	5	
Two major cities	0	3	5	
Two natural features	0	3	5	
Relative location	0	3	5	
Flag	0	3	5	
Craft / person / place	0	3	5	
Picture	0	3	5	
Size	0	3	5	
Comparison with Michigan	0	3	5	
Neighboring countries	0	3	5	
Total = _____ / 100 points				



Family Census

Linda Thayer
Midland Public Schools
Midland, MI

SCENARIO PROFILE

Language	Spanish
Grade Level	Elementary School, Grades 3 through 5
General Proficiency Level	Novice
Duration of Scenario	Four 30-minute class sessions

I: LEARNING SCENARIO

DESCRIPTION

Graphing is an essential skill that is assessed on state achievement tests. Older elementary school students are expected to be able to read and understand material presented in a variety of graphs, including single and double bar formats; they should also be able to collect data, report their findings in graphs that are correctly drawn and labeled, and interpret and compare their results. In addition, students in elementary foreign language programs customarily complete a unit on family members and their relationships. In this scenario, students in grades 3 through 5 learn vocabulary for immediate and extended family members. They then conduct surveys about each other's family members, compile their data, create single and double bar graphs to present their findings, compare their results, and share their results with the class.

LESSON PLAN OBJECTIVES

- In Spanish, students list and identify ten different family members and their relationships (mother, father, sister, brother...). (Lesson 1)
- Students also explain how many parents, brothers, sisters, aunts, uncles, grandparents and cousins they have. (Lesson 1)
- Students gather and record census data from the members of their group. (Lesson 2)
- Students share the information with members of other groups and generate a bar graph showing all of the family members for the entire class. (Lesson 3)
- Students use the information gathered in the previous classes to create bar graphs that show how many family members the student has and compare that number with the number of family members for the entire class and/or in the family of Carmen Lomas Garza and/or in the royal family of Spain. (Lesson 4)

ASSESSMENT ELEMENTS

- ✓ Oral Participation Rubric
- ✓ Graphing Rubric
- ✓ Oral Presentation Rubric

STANDARDS

1.1 Interpersonal Communication

- Students ask and answer questions to identify in Spanish the people shown in different family photos.
- Students answer the teacher's questions about their own family members.
- Students ask and answer questions about classmates' families and record this information on the *Group Data Sheet*.
- Students ask about and tell how many family members of each kind were represented in their group.

1.2 Interpretive Communication

- Students listen to a teacher-prepared introduction to, or review of, ten different family members.
- Students listen to teacher-prepared descriptions of families from selected scenes from the book *Cuadros de familia* by Carmen Lomas Garza, of photos obtained from the web, and of photographs of the Spanish royal family.
- Students listen as individual group members present their group's data.

1.3 Presentational Communication

- Students present data about their own family in a graph and in a short oral presentation to a small group of peers.
- Orally or in writing, students make at least three comparisons between the number of members in their family and the number of people in other families.
- Students present their written work and graphs in the common area of the school.

2.1 Practices and Perspectives of Culture

- Students learn about the experiences of a Mexican-American family and events associated with fiestas, birthday celebrations and making *tamales*.
- Students read a description about each member of the royal family of Spain.

2.2 Products and Perspectives of Culture

- Students learn that Hispanic families generally include grandparents, unmarried aunts and uncles and other relatives when stating the number of members of their families.
- Students learn what *tamales* are.
- Students learn that Juan Carlos is the king of Spain, that he is married to Queen Sofía and that he has three children Elena, Cristina and Felipe.

3.1 Reinforcing Knowledge

- Students use math skills to add the number of members in their families, in their group's families, and in their class.
- Students use math skills to calculate the average number of members in each family and to calculate the average number of each kind of family member for the class as a whole.
- Students learn and practice graphing skills.

3.2 Acquiring New Knowledge

- Students learn that there are families whose native language is Spanish in the United States and in other countries around the world.

- Students compare a democracy and a constitutional monarchy.
- Students learn how to average which may be a new concept for students in Grade 3.

4.1 Comparing Languages

- Students learn that adjectives must agree with the nouns they modify (*cuántos / cuántas...*).
- Students observe that the form of the verb *tener* that is used in the question is different from the form used in the answer.

4.2 Comparing Cultures

- Students compare the U.S. government to the Spanish government.
- In Spanish, students compare the Mexican-American family depicted in *Cuadros de familia* with the royal family of Spain.

5.1 School and Community

- Students display their written work in the common area of the school.

II: LESSON PLANS

Lesson 1

Functions

Asking for information (asking who, asking how many)
 Stating information (telling who, telling how many)

Vocabulary

Family members:

la madre, el padre, el hermano, la hermana, el tío, la tía, el abuelo, la abuela, el primo, la prima

Numbers: 0-20

Grammar

¿Quién es? *Es* _____.
¿Cuántas / Cuántos _____ tienes? *Tengo* _____.

Culture

Practices and Perspectives

From listening to parts of the story and viewing scenes from *Cuadros de familia*, students learn how Carmen Lomas Garza's family celebrated birthdays and how their community celebrated *fiestas*.

Products and Perspectives

From listening to parts of the story and viewing scenes from *Cuadros de familia*, students learn what *piñatas* and *tamales* are and how they are made.

Materials

Family tree

Cuadros de familia by Carmen Lomas Garza, including in particular the scene showing the birthday celebration, the holiday festival, and the making of *tamales*.
Information sheets with questions about family members

Technology and Equipment

Overhead projector

Sequence of Activities

1. Students listen to a teacher-led introduction to, or review of, family vocabulary using a family tree.
2. Students listen to portions of the story *Cuadros de familia* by Carmen Lomas Garza and identify family members from selected illustrations using the expressions *¿Quién es? Es....*
3. Students identify family members and family relationships from selected photos of family gatherings obtained from the Internet using the expressions *¿Quién es? Es....*
4. Students repeat and practice family vocabulary and the question and answer *¿Cuántos/as ... tienes? Tengo....*
5. Using gestures, the teacher asks students to estimate the total number of family members for all students in the class. The teacher tries to record information from individuals and pantomimes the realization that this would take a lot of time. The teacher indicates that, to solve this problem, the class needs to conduct a family census.
6. The teacher introduces the *Family Self-study Worksheet*.
7. Students complete the *Family Self-study Worksheet*, shown below.

Nombre:	
Fecha:	
Maestro/a:	
Contesta las preguntas Modelo: ¿Cuántas tías tienes?	Tengo dos tías.
¿Cuántas tías tienes?	
¿Cuántos tíos tienes?	
¿Cuántas primas tienes?	
¿Cuántos primos tienes	
¿Cuántas hermanas tienes?	
¿Cuántos hermanos tienes?	
¿Cuántas abuelas tienes?	
¿Cuántos abuelos tienes?	

Lesson Two

Functions

Asking for information (asking how many)

Stating information (telling how many)

Vocabulary

Family members:

la madre, el padre, el hermano, la hermana, el tío, la tía, el abuelo, la abuela, el primo, la prima

Numbers: 0-20

Grammar

¿Quién es? *Es* _____.

¿Cuántas / Cuántos _____ *tienes?* *Tengo* _____.

Culture

Practices and Perspectives

Students compare a democracy and a constitutional monarchy and note that the United States has an elected president and an elected congress, while Spain has a king and an elected parliament.

Products and Perspectives

Students learn about the residences and members of the royal family of Spain

Materials

Cuadros de familia by Carmen Lomas Garza

Photos and transparencies of the Spanish royal family

Family Self-study Worksheet

Group Data Sheet

Graph paper

Pencils or markers

Technology and Equipment

Overhead projector

Websites

Spanish royal family website: <http://www.sispain.org/english/politics/royal/king.html>

Sequence of Activities

1. Using the expressions *¿Quién es?* and *Es...*, students review vocabulary for family members from selected illustrations from the story *Cuadros de familia*, from selected photos of family gatherings, and from photos of the Spanish royal family.
2. Using the expressions *¿Cuántos/as ... tienes?* and *Tengo ...*, students ask and answer questions about their own families. The teacher points out that the form of the verb used in the question is different from the form of the verb in the answer.
3. Students are divided into groups of four. In each group, each person must gather and record data about two family members from every other member of the group. Using the expressions *¿Cuántos/as ... tienes?* and *Tengo ...*, students ask each group member two assigned questions about that person's family.

In each group...

Person #1 asks each group member how many aunts and uncles they have.

Person #2 asks each group member how many boy cousins and girl cousins they have.

Person #3 asks each group member how many brothers and sisters they have.

Person #4 asks each group member how many grandfathers and grandmothers they have.

4. Students record this information on the *Group Data Sheet*.
5. Students make a bar graph representing the data they collected.
6. Students work together to make another bar graph representing all of the data collected by their group.
7. Students listen to a presentation in English about the Spanish royal family and about the government of Spain. The teacher compares a constitutional monarchy and a democracy and notes that both countries have an elected governing body (Congress in the United States and parliament in Spain) and that, while the United States has a president, Spain has a king.

Nombre: Fecha: Maestro/a: Grupo#:		
	Modelo ¿Cuántas _____ tienes?	Modelo ¿Cuántos _____ tienes?
Persona #1		
Persona #2		
Persona #3		
Persona #4		
TOTAL		

Lesson Three: Totaling Data and Graphing Results

Functions

Asking for information (asking how many)

Stating information (telling how many)

Vocabulary

Family members:

la madre, el padre, el hermano, la hermana, el tío, la tía, el abuelo, la abuela, el primo, la prima

Numbers: 0-20

Grammar

¿Quién es? *Es* _____.

¿Cuántas / Cuántos _____ tienes? *Tengo* _____.

Culture

Practices and Perspectives

In English, students compare the Mexican-American family depicted in *Cuadros de familia* with the royal family of Spain. The teacher asks leading questions to help students realize that Carmen Lomas Garza's family spends a lot of time together while members of the royal family work more individually to promote their country.

Products and Perspectives

In English, students compare the Mexican-American family depicted in *Cuadros de familia* with the royal family of Spain. The teacher asks leading questions to help students compare housing, style of clothing and possessions shown in the photographs and to realize that Carmen's family appears to include a wider range of relatives and is obviously not as wealthy as the royal family.

Materials

Class Data Sheet

Graph paper

Pencils or markers

Photos of the Spanish royal family, their palace and activities

Photos or color transparencies of selected pages from *Cuadros de familia*

Technology and Equipment

Overhead projector

Sequence of Activities

1. Students sit with their original groups and receive their copy of their group's *Group Data Sheet*.
2. Students are divided into new groups. Each group is made up of the students who asked about the same family members; i.e. new Group A is made up of all of the people who gathered data on the number of aunts and uncles; new Group B is made up of all of the students who gathered data on boy and girl cousins,
3. In these new groups, each member reports his or her data.

4. New group members record the data and calculate both a total and an average for the class, using the *Class Data Sheet*.
5. When each group has completed their calculations, the class reconvenes in a large group and each group shares the totals of the two family members for which they were responsible. Every person in the class records this information.

Nombre: Fecha: Maestro/a: Grupo#:		
	Modelo ¿Cuántas _____ tienes?	Modelo ¿Cuántos _____ tienes?
Grupo #1		
Grupo #2		
Grupo #3		
Grupo #4		
Grupo #5		
Grupo #6		

Lesson Four

Functions

Reporting information
 Comparing information

Vocabulary

Family members:

la madre, el padre, el hermano, la hermana, el tío, la tía, el abuelo, la abuela, el primo, la prima

Numbers: 0-20

Grammar

La clase tiene _____

Yo tengo _____

En mi familia, hay _____.

Tengo más/menos _____ *que la Familia Real / que la familia de Carmen Lomas Garza.*

Culture

Products and Perspectives

Students learn that Hispanic families generally include grandparents, unmarried aunts and uncles and other relatives when stating the number of members of their families.

Materials

Graphing paper

Crayons

Pencil

Family Self-study Worksheet

Group Data Sheet

Class Data Sheet

Technology and Equipment

Overhead projector

Sequence of Activities

1. The teacher demonstrates how to make a double bar graph comparing her family with the class totals.
2. The teacher then shows a second double bar graph comparing her family and the royal family of Spain.
3. Students use their data sheets from the last three class periods to make a double bar graph showing how many of each family member they have in relation to the entire class total.
 - They receive graph paper and are instructed to write the type of each family member across the bottom in Spanish.
 - They write numbers starting with zero and counting by ones, two, or fives up the side.
 - They choose two colors, one for their family and one for the class total.
 - They color in the number of each family member they have in one color, then switch colors and extend the same bar up to show how many family members the entire class has.
 - They add a key explaining what each color represents.
4. Students who finish quickly may make additional graphs showing how many of each family member they have in relation to the family of Carmen Lomas Garza or how many of each family member they have in relation to the royal family of Spain.
5. Students share their bar graphs and comparisons with small groups in their own class or with older or younger students of Spanish.
6. The bar graphs can be posted in a common area in the school.

III: ASSESSMENT PLAN

Narrative

Students will be assessed during each phase of the project, as follows.

On-going Assessment and Data Collection

As the students work in groups to interview each other and collect data, the teacher observes their overall attentiveness, effort, and use of Spanish. Participation and data collection are graded on the following assessment checklist.

Family Census: Oral Participation Rubric			
Criteria	5 points	8 points	10 points
Use of Spanish	Speaks a little Spanish; completes task primarily in English	Attempts to speak Spanish, but uses some English	Speaks in Spanish the entire time
Completion of <i>Group Data Sheet</i>	Interviews and records data for only one member of the group	Interviews and records data for two members of the group	Interviews and records data for all other members of the group
Completion of <i>Class Data Sheet</i>	Records data for one, two or three categories of family members	Records data for four or five categories of family members	Records data for all six categories of family members
Total = _____ / 30 points			

Bar Graph

Students create at least three bar graphs:

- a single bar graph representing all of the data collected by their group (Lesson 2),
- a single bar graph representing all of the data for their entire class (Lesson 3), and
- a double bar graph comparing data for their family with data for the whole class, for the family of Carmen Lomas Garza, or with the royal family of Spain (Lesson 4).

The bar graphs are graded as follows:

Family Census: Graphing Rubric				
Criteria	0 points	5 points	8 points	10 points
Title and labeling	Axes are not labeled; there is no title	One axis is labeled correctly in Spanish OR a title is provided	Both axes are labeled correctly in Spanish OR one axis is labeled correctly and a title is provided	Both axes are labeled correctly in Spanish and the graph has a correct and informative title
Key	There is no key	The key is colored but categories are not labeled	The key is colored and some but not all of the categories are labeled	The key is correctly colored and all categories are correctly labeled
Accuracy of data	Data are not recorded	Fewer than half of the data are recorded accurately	More than half but less than 75% of the data are correctly recorded	All data are accurately recorded
Total = _____ / 30 points				

Oral Presentation

Because the oral presentation is made to another student or small group of students, the presenter's peers fill out this rubric.

Family Census: Oral Presentation Rubric			
Criteria	5 points	8 points	10 points
Volume	I really couldn't hear what the student was saying	The student varies in volume; sometimes I can hear him or her and sometimes he or she speaks too softly	This student speaks clearly and is easy to hear
Use of visuals	The student didn't show his or her graphs	The student had a graph, but didn't really use it	The student helped us understand what he or she was saying by using the graphs
Fluency	This person hesitated a lot and didn't seem sure about what to say	This person seemed pretty comfortable and had some interesting things to say	This person sounds really good when speaking Spanish and had a lot to say
Accuracy of information	I don't think that most or all of the information shared was correct	I think that most of the information was correct but that there were a few mistakes in the data	I think that all of the information in this presentation was correct
Total = _____ / 40 points			



Family Album / El álbum familiar

Amy Gastmeier
Utica Community Schools
Shelby Township, MI

SCENARIO PROFILE

Language	Spanish
Grade Level	Middle School, Grades 8 and 9
General Proficiency Level	Novice
Duration of Scenario	Twenty-five 55-minute class periods

I. SCENARIO COMPONENTS

DESCRIPTION

First-year students of Spanish learn to identify and describe family members, describe housing options, identify rooms in a house, and tell what each family member likes to do, needs to do, and plans to do. In this scenario, students use PowerPoint, Hyperstudio, or another multi-media format to create and present a family album: *El álbum familiar*. The album must include 1) descriptions of real or imagined family members, 2) a description of an ideal house or other living quarters and 3) a description of daily family routines and activities. Students' albums will include information gathered from in-class presentations by the teacher, students' research using print materials and Internet sites, video presentations, and contact with Hispanic families who live in the community or who are accessible electronically through e-pals or other approved web sites.

LESSON PLAN OBJECTIVES

- Students identify family members and state their relationships, list and describe each family member's favorite objects and activities, and compare the number of people in their family, their family dynamics, and their family traditions with those of a traditional or contemporary Hispanic family. (Lessons 1 - 6)
- Students describe family members and their activities, list and describe the rooms in a house, tell what activities take place in each one, and compare Spanish-speaking and American family activities and living quarters. (Lessons 7 - 12)
- Students learn about the traditions and celebrations of other Spanish-speaking families and compare those events with similar activities in their own family life. (Lessons 13 - 16)
- Students write, edit, and peer-edit materials for a family album in which they describe a real or imagined family, tell where the family lives, describe the family's home, and discuss the family's daily activities, traditions, and celebrations. (Lessons 17 - 20)
- Students use Spanish to present their family albums to an audience of listeners and readers within the school community; listeners write out and ask presenters at least five questions at the close of each presentation. (Lessons 21 - 25)

ASSESSMENT ELEMENTS

- ✓ Oral Participation Rubric
- ✓ Peer Editing Rubric
- ✓ Content Rubric
- ✓ Oral Presentation Rubric

STANDARDS

1.1 Interpersonal Communication

- Students identify, ask for descriptions, give descriptions and state opinions of their families, family activities, and traditions.
- Students interact with Spanish-speaking guest speakers.
- Students read, discuss and comment on each other's journal entries.
- Students ask for and give clarification and ask for and state opinions about the material in each other's family albums.

1.2 Interpretive Communication

- Students listen to varied descriptions of different families.
- Students read about the Spanish royal family.
- Students listen as the teacher and other students identify and describe the rooms in a house and tell what individuals have to do and are going to do in each one.
- Students read real estate listings from Spanish-speaking countries.
- Students view a Spanish-language video about family life, traditions, and celebrations.
- Students read and listen to letters from e-pals in Spanish-speaking countries around the world.
- Students read about family traditions and celebrations in Spanish-speaking countries.
- Students read and edit their peers' family albums.
- Students listen and read as their peers present their family albums orally and in writing.

1.3 Presentational Communication

- Students identify, introduce or describe a real or fictional family and list the activities that family members have to do and are going to do.
- Students write stories about a real or imagined family and write letters to an e-pal.
- Students present their family albums orally to other students.

2.1 Practices and Perspectives of Culture

- Students learn about the importance of family activities and recognize the hierarchy within a traditional Hispanic family.
- Students learn how Hispanic families celebrate *la quinceañera* and other family holidays and traditional celebrations.

2.2 Products and Perspectives of Culture

- Students learn about foods that are typically served at family dinners, picnics, and other celebrations.
- Students understand housing options in Hispanic communities and how they differ by country and by regions within a country.
- Students learn about famous castles and homes in the Spanish-speaking world.

3.1 Reinforcing Knowledge

- Students use math to convert real estate prices.
- Students make connections to sociology as they study family relationships in traditional and contemporary Hispanic societies.

3.2 Acquiring New Knowledge

- Students learn about the royal family of Spain and their role in Spain's constitutional monarchy.
- Students learn about real estate and the process of looking for property.
- Students learn about the amnesty application process and the plight of an immigrant in the United States.

4.2 Cultural Comparisons

- Students compare their family's size, relationships, and activities with those of Hispanic families portrayed in *Cuadros de familia*, in the video *Family Sunday in Mexico City*, in the movie *Sweet Fifteen* and in other printed materials.
- Students compare housing options and home furnishings in Spain with housing in the United States.

5.1 School and Community

- Students correspond with their e-pals.
- Students share family albums with elementary school students who do not know Spanish, with students of Spanish, with other Spanish speakers within the school family, and with guest speakers from the community.

II: LESSON PLANS

Lessons 1 - 6

Functions

Listing and identifying family members

Describing family relationships

Indicating possession

Vocabulary

La familia:

los parientes, el padre (el esposo, el marido), la madre (la esposa, la mujer), el/la hijo(a), el/la hermano(a), el/la abuelo(a), el/la nieto(a), el/la tío(a), el/la sobrino(a), el/la primo(a), el gato, el perro

Las tradiciones:

el cumpleaños, el regalo, la celebración, cumplir...años

Grammar

Present tense forms of the irregular verb *tener*

Possessive adjectives *mi/mis, tu/tus, su/sus, nuestro/a/s*

Culture

Practices and Perspectives

Students learn about the importance of family activities, including the *paseo* and Sunday dinners, picnics or other family outings.

Students recognize the hierarchy within a traditional Hispanic family and the importance of showing respect.

Products and Perspectives

Students are acquainted with foods that are typically served at family dinners, picnics, and other celebrations.

Materials

Overheads and visuals of family groups and individual family members

Overheads and visuals showing family members completing household chores and other daily and leisure activities

Textbook *Buen viaje*, Glencoe McGraw-Hill, 2000.

Handouts from textbook ancillaries and other teacher-produced activities, including a family vocabulary supplement, possessive adjective supplement, interview guide, blank family tree, and *Mad Lib* activity

Royal Family Guide (Kathleen Jacobs, available at:

<http://members.aol.com/classweb/spanish/familia.html>

Technology and Equipment

Overhead projector

VCR

Computer with Internet access.

Video: *Family Sunday in Mexico City*. *Inside Mexico*, Teacher's Discovery, 1994.

Websites

<http://www.casareal.es/casareal/familia.html> (Spanish Royal Family)

<http://members.aol.com/classweb/spanish/familia.html> (Student activity for Spanish Royal Family by Kathleen Jacobs)

<http://www.epals.com> and <http://www.iecc.org> (E-pal sites)

Sequence of Activities

Day 1

1. The teacher introduces family vocabulary using transparencies of Hispanic families and other visuals.
2. Students repeat and practice vocabulary and use recycled vocabulary to tell what individuals in the visuals are doing.
3. Students identify their own family members using possessive adjectives.

Day 2

4. Students interview each other about their families.
5. Students watch the video *Family Sunday in Mexico City*. Students compare their own family relationships with relationships in Hispanic families as depicted in the video.

Day 3

6. Students read authentic information about the royal family of Spain (<http://www.casareal.es/casareal/familia.html>) and answer questions (Kathleen Jacobs : <http://members.aol.com/classweb/spanish/familia.html>). Students discuss the role of the royal family in the constitutional monarchy and daily life in Spain.

Day 4

7. Students listen and fill in the blanks of a family tree as the teacher reads about each of the family members.
8. Students generate their own story about a family by creating a *Mad Lib*. Students present their *Mad Lib* stories to the class.

Days 5-6

9. Students prepare questions to ask Hispanic guest speakers or begin writing a letter to their e-pals.
10. Students write their e-pals (<http://www.epals.com> or <http://www.iecc.org>) describing their families OR discuss family members and activities with visiting Spanish-speaking guest speakers OR complete an expansion activity about the royal family of Spain.
11. Students take a quiz showing their ability to identify family members, indicate family relationships using possessive adjectives, and compare Spanish-speaking families with their own.

Lessons 7 - 12

Objectives

Students describe family members and their activities, list and describe the rooms in a house, tell what activities take place in each one, and compare Spanish-speaking and American family activities and living quarters.

Functions

Identifying and describing the rooms in a house

Indicating necessity; stating what one has to do

Expressing intention; indicating what one is going to do

Vocabulary

La casa y el apartamento:

la sala, el comedor, la cocina, el cuarto, el dormitorio, el cuarto de baño, el jardín, el piso, la planta baja, el garaje, el carro, la calle, el ascensor, la escalera

Grammar

Expression *tener que...*

Construction *ir + a + infinitive*

Culture

Practices and Perspectives

Students learn about daily routines and family activities.

Products and Perspectives

Students investigate housing options using real estate property listings and look at the way rooms are furnished.

Students learn about *piñatas* as well as *tamales* and other traditional foods.

Materials

Students' journals

Lomas Garza, Carmen. *Cuadros de familia*. Children's Book Press, Hong Kong, 1990.

Photos or transparencies of individual pictures or pages from *Cuadros de familia*.

Overhead transparencies and photos of houses from different regions of Spanish-speaking countries provided by Schmitt, Conrad and Woodford, Protase, *Buen viaje-Transparency Binder*. Glencoe McGraw-Hill, 2000.

Pictures of various typical houses, apartments and palaces/castles (teacher produced).

Pictures of *El Greco's* house from Miranda, Rufino. *Toledo: Its Art and its History*. Ediciones SAVIR, S.A., Barcelona, 1988.

Pictures of *El Castillo de Chapultepec* from Mellin, Maribeth. *Traveler's Mexico Companion*. The Globe Pequot Press, Old Saybrook, CT, 1998.

Handouts: line-art drawing of the floor plan of a house (Curtain, Helena. *Strengthening Foreign Language Instruction through Maximizing Meaningful Communication*. 1993.), house vocabulary supplement (teacher produced), real estate guide (*Buen viaje: Actividades por Internet*, Capítulo 6, pgs. 1-3., *Memoria* game pieces (teacher produced)

Guidelines and rubric for the final project (teacher produced)

Technology and Equipment

Computer with Internet access

Overhead projector

Websites

<http://www.glencoe.com/sec/fl> (real estate in Spain)

Sequence of Activities

Day 7

1. In their journals, students describe their family in Spanish.
2. Using pictures from the book *Cuadros de familia* (Carmen Lomas Garza, available through <http://www.amazon.com>), students describe as a class the family members in each picture and tell what they are doing.

Day 8

3. Orally or in writing, students compare in Spanish the differences between a Hispanic family and a typical American family as portrayed in *Cuadros de familia*.
4. The teacher introduces vocabulary for rooms of the house using visuals and class discussion.
5. Using the new house vocabulary, students play *Memoria* matching family activities with their logical rooms.

Day 9

6. The teacher introduces the expressions *tener que* and *ir+a+infinitive* by listing and describing activities that take place in different rooms in a house.
7. Students listen and follow the teacher's directions in order to set up the house and draw what each family member has to do or is going to do. Students compare their drawing with the teacher's model.
8. Students create their own house, writing at least ten descriptions to indicate what people have to do and are going to do in each room. Students read their descriptions to their partner. The partner draws the house. Students take turns and check each other's work.

Day 10

9. Students write in their journal telling what their family members have to do and are going to do.
10. Students discuss and view various houses from Spain and Costa Rica. Students discuss specific features of homes such as *patios* and *pisos*. Students also view historical family homes and palaces such as *El Palacio Real* in Madrid, *El Castillo de Chapultepec* in Mexico City, and *La Casa de El Greco* in Toledo.
11. Using pictures from *Cuadros de familia* that are cut in half, students describe one half of the picture to their partner while the partner attempts to draw the missing half. Students compare and check each other's drawings.

Day 11

12. Students go to the computer lab and look up Spanish real estate. Students learn how to search for real estate and how to convert from euros to dollars in order to compare housing prices. (<http://www.glencoe.com/sec/fl>)

Day 12

13. Students take a quiz showing their ability to identify rooms and selected household furnishings, identify and describe household tasks and activities, state what people need to do and plan on doing, and compare Spanish-speaking homes and family life with their own.
14. The teacher introduces the family album project. Students begin collecting pictures of real or imagined family members and living accommodations.

Lessons 13 - 16

Culture

Practices and Perspectives

Students learn about typical family celebrations in Spanish-speaking countries, including weddings, baptisms and birthdays.

Products and Perspectives

Students learn about the role and importance of godparents and about appropriate gifts.

Materials

Student journals

Letters from e-pals

Videodisc excerpt from *Buen viaje* (Glencoe McGraw-Hill, 2000, Ch. 6)

Video activity listening guide from *Buen viaje: Video Activities*, McGraw-Hill, 2000, pgs. 85-88.

Reading selections from *Buen viaje*, (Schmitt, Conrad and Woodford, Protase. Glencoe McGraw-Hill, New York, 2000, pg. 178 and 180).

Technology and Equipment

Videodisc player

Sequence of Activities

Day 13

1. Students read each other's journal entries and write brief responses to what they have read.
2. Students share messages from their e-pals and discuss culturally-interesting information.

Day 14

3. Students view and answer questions about an excerpt about a Hispanic family from the Videodisc program accompanying *Buen viaje* (Glencoe McGraw-Hill, 2000, Ch. 6).
4. Students discuss differences in housing as seen in the video.

Days 15-16

5. Students read selections about Hispanic family traditions and celebrations from *Buen viaje* (Glencoe McGraw-Hill, 2000, pg. 178 and 180).
6. Students work on their family albums.

Lessons 17-20

Materials

Students' rough drafts of their family albums

Peer-editing guide (teacher produced)

Students' pictures for their family albums

Technology and Equipment

Computers with Hyperstudio, PowerPoint, and word processing capabilities

Scanner

Sequence of Activities

Day 17

1. The teacher explains the purpose, process, and guidelines for editing each other's work.
2. Students edit each other's work using the editing guide.

Days 18-20

3. Students work in the computer lab to complete their final project; two to four days may be needed to complete this portion of the project.

Lessons 21 - 25**Functions**

Describing people and their homes
Reporting daily activities and plans
Asking for and giving clarification
Asking for and stating opinions

Culture*Practices and Perspectives*

Students learn about typical 15th birthday celebrations, including the role of the honor court and the value placed on family togetherness and solidarity.

Students learn about immigration practices in the United States, including the concepts of amnesty, the importance of obtaining a “green card” and the penalties for holding false citizenship documents.

Products and Perspectives

Students learn about the ceremonial and celebratory aspects of the 15th birthday celebration.

Materials

Family album projects

Movie *Sweet Fifteen*, Wonder Works, 1990.

Teacher-made handout for writing questions to ask at the close of each student’s presentation

Teacher-made movie guide for *Sweet Fifteen*

Technology and Equipment

Computer with LCD or television projection capability

VCR and television

Sequence of Activities**Days 21-22**

1. In writing, students prepare a list of at least five questions to ask their classmates about their family albums.
2. Students present their albums to the class, to an exploratory language class, or to an audience of native speakers (depending on the size of each class, only 1 day may be needed for presentations).

Days 23-25

3. Students watch the film *Sweet Fifteen* and answer questions on movie guide activity sheet (allow three days for movie and discussion).

4. Students compare relationships within a Hispanic family with relationships within their own family.
5. Students discuss the amnesty application process and the challenges of being an immigrant in United States.

El álbum familiar

Requirement Sheet

For this project, you will use Hyperstudio or PowerPoint or other electronic methods to create a family album depicting the daily activities, chores, interests, likes and dislikes of members of your own family or of an imaginary or adopted family.

Multimedia requirement: You must use Hyperstudio, PowerPoint or another multimedia presentational program to create your project. Stay on-task and use the allotted class time efficiently.

Family requirement: You must include a minimum of eight family members, including pets, yourself, and members of your real or imagined immediate and extended family. You must include one visual for each family member.

Housing requirement: You must have two additional pictures of your real or imaginary *casa* or of rooms in your *casa*.

Writing requirement: You must have five complete sentences in Spanish to describe each picture, for a total of fifty sentences. Your 50 sentences must include:

- at least three sentences that compare your family with a Hispanic family.
- at least one example of the verb *tener* in the present tense.
- at least one example of the expression *tener que...*
- at least one example of the construction *ir+a+infinitive*.
- at least one example of the possessive adjectives *mi/mis*, *tu/tus*, *su/sus*, and *nuestro/a/s*.
- at least five examples of *-ar*, *-er*, or *-ir* verbs in present tense.

You must vary your sentence structure and use conjunctions to relate similar ideas or contrast different ones. Don't write the same sentences over and over again for each of your family members. Take risks and use a variety of sentence formats and constructions.

Show creativity! Even though what you write is very important, how you write it, display it, and support it with pictures, drawings, quotations, visual effects, sound effects, and other personal touches make your project *FANTASTICO!*

You will be peer editing on _____. You must have a rough copy of your sentences ready by this date!

III: ASSESSMENT PLAN

Narrative

To assess the learning scenario, *El álbum familiar*, the teacher grades quizzes, participation, peer-editing activities, and the final project.

Quizzes

Students take two quizzes on vocabulary and grammar during the weeks leading up to the final project, as noted in the preceding lesson plans.

Participation

Students' oral participation during pair and group activities is graded using the following rubric.

Family Album: Oral Participation Rubric			
Criteria			
Use of Spanish	Speaks English	Attempts to speak Spanish, but uses some English	Speaks in Spanish the entire time
	0	2	4
Ability to stay on task	Never stays on task	Stays on task when reminded	Consistently stays on task
	0	1	3
Appropriateness of responses	Responses are inappropriate or illogical	Most responses are logical and appropriate	All responses are logical and appropriate
	0	1	3
Total = _____ / 10 points			

Peer-editing

Students receive a grade for editing the rough draft of their partner's *El álbum familiar*.

- Students who do not have their rough draft in class on editing day are given a “0” for editing.
- Students’ drafts are returned so they can incorporate peers’ advice in order to improve their project.
- Students must turn in their rough draft and their peer-editing sheet with the final project. Peer-editing is graded using the following rubric.

Family Album: Peer Editing Rubric			
Criteria			
Quality of corrections	Few spelling or grammatical mistakes are correctly identified Corrections will be of little help to the author 1	Some spelling and grammatical mistakes are correctly identified Corrections may help author to make some important revisions 3	Most spelling and grammatical mistakes are correctly identified Corrections will be extremely helpful and will enable author to make useful revisions 5
Identification of strong points	Editor does not make positive comments or identify strengths 1	Editor makes one or two positive comments and identifies one strength 3	Editor makes three or more positive comments and identifies two or more strengths 5
Quality of comments	Comments address one or two of the following areas: 1/ descriptions of family members, pets and home, OR 2/ daily activities and chores, OR 3/ likes, dislikes, and interests OR 4/ comparisons with a Hispanic family OR 5/ illustrations, sound effects, layout, and design 3	Comments address three or four of the following areas: 1/ descriptions of family members, pets, and home, OR 2/ daily activities and chores, OR 3/ likes, dislikes, and interests OR 4/ comparisons with a Hispanic family OR 5/ illustrations, sound effects, layout, and design 7	Comments address all five of the following areas: 1/ descriptions of family members, pets, and home, OR 2/ daily activities and chores, OR 3/ likes, dislikes, and interests OR 4/ comparisons with a Hispanic family OR 5/ illustrations, sound effects, layout, and design 10
Total = _____ / 20 points			

FINAL PROJECT

The final project (35 points) combined with the oral presentation, below (15 points), make up the exam for the unit. The final project is graded using the following criteria.

Family Album: Content Rubric				
Criteria				
Illustrations of home and family members	Has one or two illustrations 1	Has one picture of the house or a room in the house and has pictures of 1-3 family members 2	Has two pictures of the house or rooms in the house and has pictures of 4-7 family members 3	Has two pictures of the house and rooms in the house and has pictures of 8 family members 5
Completeness and comprehensibility of descriptions	Each visual is described in one or two sentences and/or descriptions are often difficult to understand 1	Each visual is described in three sentences and/or descriptions are intelligible but there are many errors that make them difficult to understand 4	Each visual is described in at least four sentences; descriptions are easy to understand even though there are still some errors 6	Each visual is described in at least five sentences; each description is clear and easy to understand and there are only a small number of random errors 10
Use of targeted vocabulary and structures - <i>Tener</i> and <i>tener que</i> - <i>Ir</i> + <i>a</i> + infinitive - possessive adjectives - comparisons	Students use few targeted vocabulary words. Students use only one targeted structure correctly 1	Students use Some targeted vocabulary words. Students use two of the four targeted structures but make frequent, repeated errors 5	Students use many of the targeted vocabulary words. Students use three of the four targeted structures and make few repeated errors. 8	Students use many targeted vocabulary words and make use of new vocabulary as appropriate Students use all four targeted structures correctly 10
Sentence structure	Students do not vary sentence structure or use conjunctions to connect ideas 1	Students rarely vary sentence structure and/or use conjunctions to connect ideas 2	Students sometimes vary sentence structure and use conjunctions to connect ideas 3	Students often vary sentence structure and use conjunctions to connect ideas 5
Technology and overall creative effort	No unique qualities, extra visuals or sound effects are included 1	The project has one or two unique qualities and includes either visual or sound effects 2	The project has three or four unique features and incorporates both visual and sound effects 3	The project has many unique and creative features and includes extensive visual and sound effects 5
Total = _____ / 35 points				

ORAL PRESENTATION RUBRIC

The oral presentation (15 points) combined with the final project, above (35 points), make up the exam for the unit.

Family Album: Oral Presentation Rubric			
Criteria	0 points	3 points	5 points
Confidence	Student reads presentation aloud OR Student seems unsure about what he or she plans to say and there are many long pauses	Student speaks with or without notes, seems confident and appears to know what he or she plans to say but there are still frequent pauses in the presentation	Student speaks loudly, clearly, and with confidence, with minimal use of notes and no significant pauses or hesitations
Comprehensibility and overall pronunciation	Many difficulties with pronunciation make it difficult to understand most of the presentation OR student speaks too softly to be heard	Student has good pronunciation but is sometimes difficult to hear or understand	Student has excellent pronunciation and can always be easily heard and understood
Response to classmate's questions	Student is unable to answer classmates' questions using targeted vocabulary and structures	Student answers 3 questions correctly using targeted vocabulary and structures	Student answers 5 questions correctly using targeted vocabulary and structures as well as other known vocabulary
Total = _____ / 15 points			



Work and Leisure Time

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SCENARIO PROFILE

Language	French
Grade Level	High School, Level III
General Proficiency Level	Intermediate
Duration of Scenario	Nine 85-minute class period and three 40-minute class periods

I: SCENARIO COMPONENTS

DESCRIPTION

In this scenario, French III students work together to present a comparative analysis of varied aspects of 20th century French and American culture. Students in these upper-level foreign language classes also solidify their ability to report, narrate, and describe events in the past and present and expand their vocabulary by investigating a topic of their choice related to family life and leisure activities. Students first select a topic of personal interest; possible topics include but are not limited to athletic or artistic activities, holiday celebrations, parental roles, career aspirations, and daily use of time. Students then interview three Americans. Each American must represent a different generation, including a person their own age, a person 30-50 years of age, and a person older than 50; at least one of these interviews must be conducted in French. Next, students conduct interviews and engage in research to obtain equivalent information for French people of corresponding ages and generations. Students must use only French to complete the research and interview activities for this portion of the project. Finally, students report their findings in French in three ways: 1) students write an essay composed of an introduction and at least three additional paragraphs summarizing what they found out from their American interviewees, 2) students write an essay composed of an introduction and at least three additional paragraphs summarizing what they found out from their research and interviews with French people, and 3) students prepare and present a PowerPoint presentation showing and explaining their findings. The presentation must compare daily life in France and in the United States for three generations of people, must include pictures of the people interviewed as well as visuals obtained from their Internet research, and must be accompanied by an oral summary and reflection statement.

LESSON PLAN OBJECTIVES

- Students use adjectives and comparative forms to describe members of their family and other famous historical and contemporary people. (Lessons 1 – 3)

- Students use the present tense, passé composé and imparfait to relate a sequence of activities that took place in the past. (Lessons 1 – 3)
- Students write at least five interview questions using the present tense, passé composé and imparfait. (Lessons 1 – 3)
- Students conduct interviews in French and in English and report their results in a four-paragraph composition in French. (Lessons 1 – 3)
- Students learn to use PowerPoint and prepare three PowerPoint slides. (Lessons 1 – 3)
- Students use comparative constructions with nouns to describe important traits and possessions belonging to members of their family or associated with famous historical and contemporary French people. (Lessons 4 – 6)
- Students word-process their corrected interview questions in French using keystroke combinations for accent and other diacritical marks and using the present tense, passé composé and imparfait. (Lessons 4 – 6)
- Students use superlatives of adjectives and nouns to describe and report information. (Lessons 7 – 9)
- Students conduct research in French on their topic using materials from the Internet and other sources. (Lessons 7 – 9)
- Students complete and present their PowerPoint presentations. (Lessons 10 – 12)

ASSESSMENT ELEMENTS

- ✓ Rubric for In-Class Participation Grade for Interviews
- ✓ Rubric for Comparing Work and Leisure Time
- ✓ Rubric for PowerPoint Presentation and Reflection Statement

STANDARDS

1.1 Interpersonal communication

- Students ask about and offer descriptions and comparisons of the traits and possessions of a variety of people, including members of their families as well as famous people from French history or contemporary French life.
- Students ask for and report on both habitual and unusual or infrequent family activities that took place when they were young.
- Students ask for and offer descriptions and reports of activities depicted in famous works of art.
- Students interview classmates or other native speakers of French in person, through an e-pal, or in an approved chat room concerning their opinions of, beliefs about, and activities concerning a selected aspect of family life.
- Students engage in discussion and ask about and offer comments on each other's presentations.

1.2 Interpretive Communication

- Students listen to teacher-prepared descriptions and comparisons of the traits and possessions of members of the teacher's family or of other famous people from French history or contemporary French life.
- Students listen to the teacher's reports, descriptions, and comparisons of family activities, historical events, and aspects of daily life across several historical periods.
- Students read authentic materials in French about their topic.

- Students listen to and read printed material included in others' presentations.

1.3 Presentational Communication

- Students describe and compare their families as well as other famous historical and contemporary French people.
- Students prepare interview questions in French using keystroke combinations for accents.
- Students report the results of their research on American and French perspectives in two four-paragraph essays.
- Students present the results of their interviews and research using PowerPoint.
- Students summarize their research in an oral conclusion and reflection statement.

2.1 Practices and Perspectives of Culture

- Students gain insight into the practices of culture through photographs and works of art showing famous people and historical events and through their research.

2.2 Products and Perspectives of Culture

- Students gain insight into the products of culture through photographs and works of art showing famous people and historical events and through their research.

3.1 Reinforcing Knowledge

- Students reinforce their knowledge of the humanities (historical events and famous people, artistic movements and artists) through the photographs and works of art.
- Students reinforce their knowledge of word-processing and PowerPoint.

3.2 Acquiring New Knowledge

- Students learn new information about history and the arts through the photographs and works of art.
- Students acquire new knowledge from their interviews and research.

4.1 Comparing Languages

- Students compare the way in which statements of comparison are formed in English and in French.
- Students compare the way in which past events are reported and described in English and in French.

4.2 Comparing Cultures

- Students compare lifestyles and activities depicted in photographs and paintings with similar events and activities from their own history and culture.
- Students compare information on their chosen topic across cultures and generations.

5.1 School and Community

- Students share their PowerPoint presentations with others in their class, with French I students, and with Middle School Social Studies classes.

II: LESSON PLANS

Lessons 1-3

Functions

Describing and reporting current activities, opinions and beliefs

Describing and reporting past events, opinions, and beliefs

Describing and comparing people and objects

Vocabulary

Vocabulary will vary according to students' choice of topics.

Grammar

Comparisons of adjectives using *plus...que*, *moins...que*, *aussi...que*, *meilleur(e)...que*

The *passé composé* and *imparfait*

Culture

Practices of culture

Students learn about differences in family size and composition.

Students learn about traditional and contemporary family activities and celebrations.

Products of culture

Students view photographs and paintings of important historical and contemporary figures and events.

Materials

Photographs of the teacher's family or another family group, i.e. portraits of members of the French royal family at the time of Louis XIV or Louis XVI

Photographs or color transparencies of the same kind of object and activities across the ages (i.e. transportation: a horse and cart, Monet's painting of the *Gare St. Lazare*; housing: a home with a thatch roof, medieval homes in Colmar, contemporary homes in Brittany or *maisons troglodytes* in the south of France, ...)

List of research topics concerning family life and leisure activities

French for Fluency, D.C. Heath, 1985 and *Discovering French: Rouge*, McDougall-Littel, 1995 and ancillary materials or comparable textbook materials

Teacher-prepared individualized, pair and group oral and written activities to reinforce comparisons of nouns

Teacher-prepared individualized, pair and group oral and written activities to reinforce the formation and use of the *passé composé* and *imparfait*

Technology & Equipment

Computer stations with PowerPoint capability and Internet access

Websites

http://www.artofmonet.com/Home_Page.htm

<http://www.trainweb.org/tgvpages/images/pse/index.html>

<http://www.normandy-tourism.org/gb/06heberg/charm/hrc12.htm>

<http://www.normandy-tourism.org/gb/06heberg/chat/ch12.html>

<http://www.normandy-tourism.org/gb/06heberg/charm/hrc15.htm>

<http://www.normandy-tourism.org/gb/lodge/hotel/europe/europe.html>
<http://www.louis-xiv.de/>
<http://www.chateauversailles.fr/en/240.asp>

Sequence of activities

1. Students describe their families, naming each family member and noting their age, appearance, and preferred activities.
2. Students listen to a teacher-led presentation comparing members of the teacher's family, another family group, or portraits of notable historical or contemporary French people and their families; such as members of the French royal family at the time of Louis XIV or Louis XVI, members of Monet's family. The teacher points out the use of adjectives and comparative forms.
3. Students describe and compare famous French people, using photographs or transparencies.
4. Students listen to a teacher-led presentation reporting, describing, and comparing one aspect of daily life and activities (such as transportation; accommodations) across several historical periods using photographs or transparencies of a selection of paintings (such as Monet's paintings of the *Gare St. Lazare*). The teacher points out the use of the present, *passé composé*, and *imparfait* to describe activities shown.
5. Students complete written and oral individual, pair, and small group activities to practice reporting and describing in the past using the *passé composé* and the *imparfait*.
6. Students complete a written quiz on the *passé composé* and the *imparfait* and a quiz on comparisons of adjectives.
7. From a list of topics prepared by the teacher or suggested by students, students choose one aspect of daily life; possible topics include but are not limited to free time, work, family celebrations, the role of parents, school, daily schedules, or entertainment.
8. Students prepare at least five interview questions in French and in English. Students are reminded to write these questions using the present, *imparfait*, and *passé composé* and to elicit comparisons from interviewees.
9. Students choose three people to interview to obtain information on this aspect of life in the United States, including 1) a person their own age, 2) a person 30-50 years of age, and 3) a person older than 50. At least one of these individuals must be a speaker of French.
10. Outside of class, students conduct interviews with two speakers of English and one speaker of French.
11. Students use PowerPoint to prepare an introductory three-slide presentation, introducing themselves, their family and their hobbies.

Lessons 4 – 6

Functions

Describing and reporting aspects of French family life
Describing and comparing people and objects
Asking for and offering information

Vocabulary

Vocabulary will vary according to students' choice of topics.

Grammar

Comparisons of nouns: *plus de...que, moins de...que, autant de...que*

Culture

Practices of culture

Students learn about differences in family size and composition.

Students learn about traditional and contemporary family activities and celebrations.

Products of culture

Students view photographs and paintings of important historical and contemporary figures and events.

Materials

Instructions for word-processing French language accents

French for Fluency, D.C. Heath, 1985 and *Discovering French: Rouge* McDougall-Littel, 1995 and ancillary materials or comparable textbook materials

Teacher-prepared individualized, pair and group oral and written activities to reinforce comparisons of nouns

Technology and Equipment

Computers with Internet connection

Websites

<http://www.kn.pacbell.com/wired/fil/>

http://www.artofmonet.com/Home_Page.htm

<http://www.napoleon.org/en/gallery/pictures/resultat.asp>

Sequence of activities

1. Students describe members of their families and note one or more character traits or possessions they associate with each person.
2. Students listen to a teacher-led presentation comparing traits and possessions associated with members of the teacher's own family or with notable French people and their families. The teacher points out the use of constructions and expressions used to compare nouns.
3. Students describe and compare traits and possessions of famous French people.
4. Students complete a written quiz on the comparison of nouns.
5. Students re-type their corrected interview questions in French using keystroke combinations for accents.
6. Students complete their interviews about American perspectives on their topic using the French version of their interview questions. (It is most likely that students will complete this portion of their research by interviewing another teenage student of French; students might also interview Americans who lived in France or who speak French.)
7. Students report the results of their research on American perspectives on the topic a four-paragraph essay in French; the essay must include an introduction and at least three additional paragraphs, use the present and past tenses to report and describe, and use at least three comparisons of adjectives and nouns.

Lessons 7-9

Functions

Describing and comparing people and things
Reporting events in the past and present
Describing events in the past and present

Vocabulary

Vocabulary will vary according to students' choice of topics.

Grammar

Superlatives of adjectives and nouns: *le plus/ moins ... de, le plus/ moins de ...*

Culture

Practices of culture

Students learn specific practices associated with their research topic.

Products of culture

Students view photographs and paintings of important historical and contemporary figures and events associated with their research topic.

Materials

French for Fluency, D.C. Heath, 1985 and *Discovering French: Rouge*, McDougall-Littel, 1995 and ancillary materials or comparable textbook materials

Teacher-prepared individualized, pair and group oral and written activities to reinforce superlative constructions using adjectives and nouns

Technology and Equipment

Computers
Scanner
Digital camera
LCD projector

Sequence of activities

1. Students refer to the descriptions of family members and other famous French people from Weeks One and Two and list for each person their most outstanding or unusual trait or possession.
2. Students listen to a teacher-prepared presentation noting the most interesting or unusual traits or possessions that are associated with members of the teacher's own family or with notable French people and their families. The teacher points out the use of superlative constructions and expressions used with nouns and adjectives.
3. Students describe and compare traits and possessions of their own family members or other famous French people.
4. Students complete a written quiz on superlatives of adjectives and nouns.
5. Students conduct research to determine French perspectives on their topic for 1) a person of their own age, 2) a person 30-50 years of age, and 3) a person older than 50. Students may consult sources on the web, pose questions to an exchange student or

native speaker of French living in the community, to an e-pal, or to members in an approved chat room, or may consult more traditional sources.

6. Students report the results of their research on French perspectives in a four-paragraph essay in French; the essay must include an introduction and at least three additional paragraphs, use the present and past tenses to report and describe, and use at least three comparisons of adjectives and nouns and three examples of superlatives of nouns and adjectives.

Lessons 10 -12

Functions

Reporting events in the past and present

Describing events and conditions in the past and present

Making comparisons

Vocabulary

Vocabulary will vary according to students' choice of topics.

Materials

Students' PowerPoint presentations

Technology and Equipment

Computers with PowerPoint capability

LCD display

Sequence of activities

1. Using the findings reported in their essays on American and French perspectives on their topic from Weeks 2 and 3, students prepare a PowerPoint presentation comparing daily life in France and the United States across three time periods. The presentation must include both written text and a variety of visuals, as outlined in the accompanying rubric.
2. Students prepare an oral reflection statement to accompany or follow their PowerPoint presentation.
3. Students present their PowerPoint projects and oral summaries and reflection statements to the class.

III: ASSESSMENT PLAN

Narrative

Students' grammatical accuracy and class participation are assessed throughout the project. In addition, rubrics are provided for grading students' compositions, PowerPoint presentation, and final oral reflection statement.

Assessing Students' Grammatical Accuracy

The teacher spot-checks students' homework assignments to verify the accuracy in forming, and appropriateness in using, the *passé composé* and *imparfait* as well as their mastery of comparative and superlative forms of adjectives and nouns. Weekly written quizzes are also scheduled.

Assessing Students' Class Participation

As the students work in groups, the teacher observes their overall attentiveness, effort and use of French. Participation is graded on the following checklist.

Work and Leisure Time: Rubric for In-Class Participation Grade for Interviews			
Criteria	0 points	3 points	5 points
Use of French	Speaks English	Attempts to speak French, but uses some English	Consistently speaks in French
Time-on-task	Not on task	On-task part of the time	On-task entire time
Vocabulary usage	Dependent on textbook and notes; uses memorized or formulaic language	Somewhat dependent on notes and formulaic language; incorporates some original ideas	Uses a variety of expressions to convey original ideas
Total = _____ / 15 points			

Assessing Students' Compositions

American Perspectives: Students report the results of their research on American perspectives on the topic in a four-paragraph essay in French; the essay must include an introduction and at least three additional paragraphs, use the present and past tenses to report and describe, and use at least three comparisons of adjectives and nouns.

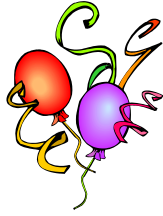
French Perspectives: Students report the results of their research on French perspectives in a four-paragraph essay in French; the essay must include an introduction and at least three additional paragraphs, use the present and past tenses to report and describe, and use at least three comparisons of adjectives and nouns and three examples of superlatives of nouns and adjectives.

Work and Leisure Time: Rubric Comparing Work and Leisure Time Composition 1: American Perspectives Composition 2: French Perspectives			
Criteria			
Amount of communication	Two of four required paragraphs are included 1	Three of four required paragraphs are included 3	An introduction and at least three supporting paragraphs are included 5
Accuracy	Rarely uses practiced grammatical points appropriately and correctly 0	Uses most practiced grammar points appropriately and correctly 3	Consistently uses practiced grammatical points appropriately and correctly 5
Variety of resources	Includes information from one source representing one generation 1	Includes information from two sources representing two different generations 3	Includes information from three or more sources representing three generations 5
Depth of comparison	Content is not varied and does not address similarities or differences among generations 0	Content is somewhat varied and begins to address similarities or differences among generations 3	Content is rich, insightful and interesting and addresses similarities or differences among generations 5
Total = _____ / 20 points			

Assessing Students' PowerPoint Presentation and Final Reflection Statement

This rubric assesses students' organization and clarity of ideas, accuracy, and completion of task.

Work and Leisure Time: Rubric for PowerPoint Presentation and Reflection Statement				
Criteria				
Number of comparisons/ differences cited	One to three similarities or differences cited	Four or five similarities or differences cited	Six or more similarities or differences cited	
	0 5	8 12	15 20	
Organization	Disorganized and difficult to follow	Well-organized	Well-organized with excellent summary and transition statements	
	0 5	8 10	12 15	
Accuracy	Many errors with known grammatical points; errors interfere with comprehension	Some errors with known grammatical points; errors do not interfere with comprehension	Few errors with known grammatical points; language is comprehensible, varied, and appropriate; student takes risks with language	
	0 5	8 10	12 15	
Use of visuals	One to three visuals	Four or five visuals	Six or more visual	
	0 5	8 10	12 15	
Evidence of cultural reflection	No evidence of cultural reflection	Reflection statement superficial in content	Detailed and thoughtful reflection statement	
	0 5	8 12	15 20	
Creativity	Basic presentation with few creative additions	Expanded presentation with at least one creative addition to original assignment	Expanded presentation, with at least three creative additions to original assignment	
	0 5	8 10	12 15	
Total = _____ / 100 points				



Planning a Celebration

Sheryl Foster
Milford High School
Highland, MI

SCENARIO PROFILE

Language	French
Grade Level	High School, Level II
General Proficiency Level	Novice
Duration of Scenario	Nine or ten 55-minute class sessions

I: SCENARIO COMPONENTS

DESCRIPTION

At the beginning of Level II, French students spend several weeks reviewing the structures and vocabulary that were presented in Level I. In this scenario, students review basic material while planning a culturally-interesting and appropriate celebration. Working in groups of three to four, students select an appropriate event to celebrate. The event must be related to French or francophone culture and must be related in some way to a day or date that occurs during the next six to nine weeks. First, students provide a written background statement on the nature of the event being celebrated; the statement must be based on research about the person, people, nation, or historical event being remembered. Once students have selected an event and had that date and event approved by the teacher, they plan the details of their celebration. Students specify when and where the celebration will take place and then create an invitation. Next, students prepare a guest list, including other students, French-speakers, school administrators and “friends of French” within the school and community. Once the guest list is completed, students determine what culturally-authentic foods, beverages, decorations and supplies will be needed, and how much they will cost. Finally, students prepare a written schedule of speakers, events and activities. Once their celebration plans are complete, students describe their celebration, show their invitation, describe the guest list, and present the details of their plan to the class. After having heard all of the celebration descriptions, the class may select the most interesting events and celebrate them together.

LESSON PLAN OBJECTIVES

- Students list party activities and ask and answer questions about the activities they enjoy. (Lessons 1 and 2)
- Students list and identify foods that might be served at a French party, then role-play scenes between a vendor and a client in a weekly market. (Lessons 3 and 4)
- Students compile a master list of food, beverages, and party supplies, then visit websites for *LeClerc* and *Carrefour* to obtain prices and determine how much these items will cost. (Lesson 5)

- Students review the days of the week, dates, and telling time in order to create the party invitation. (Lesson 6)
- Once the teacher describes the final project and explains the grading rubric, students form groups and begin to plan and create materials for their celebration. (Lessons 7 and 8)
- Students describe their celebration, show their invitation, describe the guest list, and present their plan to the class. After having heard all of the celebration descriptions, the class selects the most interesting ones and may celebrate these events together. (Lesson 9/9-10)

ASSESSMENT ELEMENTS

- ✓ Oral Presentation Rubric
- ✓ Rubric for Assessing Written Work

STANDARDS

1.1 Interpersonal Communication

- Students ask for and state their preferences and opinions concerning popular French music and about the activities teenagers usually engage in at a party.
- Students ask for and give descriptions of the activities teenagers usually engage in at a party.
- Students role-play scenes between a client and a vendor in a market.
- Students ask and answer questions and work together to decide when and where the celebration will take place, what culturally-authentic foods, beverages, decorations and supplies will be needed, and how much they will cost.
- Students ask and answer questions about each group's celebration and state preferences and opinions about what they believe to be the one or two most interesting proposals.

1.2 Interpretive Communication

- Students listen to popular French music.
- Students listen as the teacher models short dialogues between a vendor in a market and a client.
- Using the Internet and websites for French grocery chains *LeClerc* and *Carrefour*, students read product descriptions and conduct research to find prices for one unit of each item on their master-shopping list.
- Students listen as the teacher reads and writes out important dates and times from or on a list or calendar.
- Students conduct research to select an appropriate event to celebrate.

1.3 Presentational Communication

- Students present their survey results to the class.
- Students present their market role-plays between a client and in vendor to the class.
- Students dictate a list of important days, dates, and times to a partner.
- Students create a written invitation stating the day, date, time, and reason for their party.
- Students prepare a written schedule of speakers, events and activities for their party.
- Groups of students explain the event they have chosen to celebrate and present their celebration plans.

2.1 Practices and Perspectives

- Students study photos of French teens at a party and learn what activities teenagers usually engage in.
- Students learn how to organize a French calendar or planner and how to write a date.
- Students note that items are priced in kilos, using the metric scale, rather than pounds.

2.2 Products and Perspectives

- Students study photos of French teens at a party and learn about typical teenage clothing and party foods or decorations.
- Students learn about supermarkets, markets, market days, and specialty stores.

3.1 Reinforcing Knowledge

- Students conduct a survey about preferred party activities, then tabulate and express their results as a percentage.
- Students practice converting prices in euros to dollars and weights in kilos to pounds.

3.2 Acquiring New Knowledge

- Students learn about the history and important events and/or people in a variety of francophone countries.
- Students learn about the foods, activities and traditions associated with important people and historical or cultural events in a variety of francophone cultures.

4.1 Comparing Cultures

- Students compare party foods, decorations, clothing, and activities at teenage parties in France and in the United States

5.1 School and Community

- Students may choose to host the party and to invite other students, French-speakers, school administrators and “friends of French” from within the school and community.

II: LESSON PLANS

Lessons 1 and 2

Functions

Asking for and giving information

Asking for and stating opinions and preferences

Vocabulary

Verbs:

chanter, manger, regarder la télé, danser, parler, rigoler, écouter, préparer, aimer, préférer, aimer mieux, ne pas aimer

Expressions:

faire les achats, faire les courses

Grammar

Conjugating regular *-er* verbs

Negations

Irregular verb *faire*

Culture

Practices and Perspectives

Students learn when parties are typically scheduled and why and discuss the activities that French teens generally enjoy.

Products and Perspectives

Students listen to and give opinions of popular French music.

Materials

Popular French music

Transparencies and photos showing a variety of activities at a teenage party

Teacher-prepared worksheets on *-er* verbs, negation, and *faire*

Games: Tic-tac-toe, Pictionary and other vocabulary and grammar reinforcement games

Worksheet for recording survey responses

Technology and Equipment

Overhead projector

CD or cassette player

Web sites

FNAC Web site: <http://fnac.com> for access to information about popular French music

Sequence of activities

1. The teacher begins the class by playing popular French music and asks students if they like it and where they might hear it. The teacher sustains the discussion until students mention that the music could be played at a teenage party.
1. The teacher shows transparencies and photographs of teenagers at a party and describes their activities.
2. The teacher asks students if similar activities are planned at teenage parties in the United States. Students tell what activities are customarily planned and state their opinions and preferences.
3. Students play games and complete worksheets to practice *-er* verbs, negations and *faire*.
4. Students are each assigned one interview question concerning activities at a party; they ask every student in the class this question, then tabulate and express their results as a percentage. Students report their results to the class. Once all students have reported their findings, the class selects the most popular party activities.
5. The teacher describes typical party activities and notes that the most popular time for parties is Saturday rather than Friday night because many French students have classes on Saturday morning.
6. Students compare typical French teenage parties with parties they attend.
7. Students select activities for their party.

Lessons 3 and 4

Functions

Asking about likes, dislikes, preferences, and opinions

Stating likes, dislikes, preferences, and opinions

Vocabulary

les boissons:

le Coca, l'Orangina, l'eau minérale, la limonade, le jus, le menthe à l'eau, un Schweppes

la nourriture:

les chips, les crudités, les hors d'oeuvres, la charcuterie, les cornichons, les olives, les fromages, les pâtisseries, les bonbons

les magasins:

le supermarché, la boulangerie, la pâtisserie, la charcuterie, la boucherie, la chocolaterie, le marché

Grammar

The partitive article

Culture

Practices and Perspectives

Students debate the pros and cons of shopping at supermarkets, markets, and specialty stores and compare this range of options with those available in their city.

Students note that items are weighed in kilos.

Products and Perspectives

Students compare the foods that are served at French parties with those served at American teenage parties.

Materials

Materials to make flashcards

Transparencies and photos of supermarkets, markets, and specialty stores

Vocabulary practice activities and quiz

Technology and Equipment

Overhead projector

Sequence of activities:

1. Students make flashcards of foods and beverages with pictures on one side and the word on the other. The teacher reviews vocabulary by asking students to show the correct flashcard when the product is named.
2. Working in pairs, students quiz each other using the flashcards.
3. Students complete practice activities and a matching quiz on the vocabulary.
4. Students listen as the teacher models short dialogues between a vendor in a market and a client.
5. Students repeat and practice the scenes, then role-play them with partners. If time allows, students present their scenes to the class.
6. The teacher describes and shows pictures of markets, market days, and specialty stores, pointing out that items are priced in kilos, using the metric scale, rather than pounds.

7. Students convert prices in euros to dollars and weights in kilos to pounds.
8. If time allows or for homework, students write out a proposed menu and list of party supplies.

Lesson 5

Culture

Practices and Perspectives

Students note that items are priced in *francs* and *euros*.

Products and Perspectives

Students consider the range of products and items that are available in large French grocery stores.

Materials

Teacher-produced Internet guide/pricing chart on which to record quantities and prices

Technology and Equipment

Computer lab with Internet access

Websites

Website for *LeClerc* <http://www.e-leclerc.com/>

Website for *Carrefour* <http://www.carrefour.fr/>

Sequence of activities

1. Students compare their menus and lists of party supplies.
2. Students select items to compile into a master list of foods, beverages, and supplies for their group.
3. Students find prices for one unit of each item on the master list. Students record information on prices and quantities on the teacher-prepared Internet guide/pricing chart. Students may also print out pricing information and transfer it to the chart later in the class period.
4. If time allows or for homework, students calculate how much of each item is needed (students may need to convert from kilos to pounds) and use the pricing chart or print outs to calculate the cost of foods, beverages, and supplies for their party.

Lesson 6

Functions

Asking for and stating the day and date

Asking for and telling time

Vocabulary

Days of the week:

lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

Months of the year:

janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre

Numbers: 1-2002 for stating date and year

Grammar

Telling time

Culture

Practices and Perspectives

Students compare 12-hour and 24-hour time and learn when and where times are stated using the 24-hour system.

Products and Perspectives

Students look over a French calendar, paying particular attention to the first day of the week and noting that days and months are not capitalized in French.

Materials

French calendars

Teacher-produced vocabulary handout / worksheet

Voilà (Bingo) game sheets and pieces

“Comptez!” from *Sing, Dance, Laugh and Eat Quiche I*

Chalkboard, overhead, or dry-erase boards

Chalk, overhead pens, or dry-erase markers

Technology and Equipment

CD player

Sequence of activities

1. Following a quick review of the days and months, the teacher leads a “Pictionary” game on the board, on the overhead or on dry-erase boards.
2. Students play *Voilà* (Bingo) using the numbers 1-2002
3. Students sing *“Comptez!”* from *Sing, Dance, Laugh and Eat Quiche I*
4. Students listen as the teacher reads and writes out important dates from or on a list or calendar.
5. Students listen as the teacher reads and writes out important times from or on a calendar or personal planner.
6. Students write out the days, dates, and times as the teacher reads them aloud, then practice dictating days, dates, and times to a partner.
7. Students select the day, date, and time for their party.

Lessons 7 and 8

Materials

All materials from Lessons 1 through 6

Pricing information from the Internet and list of important Internet sites

Project description and grading rubric

Technology and Equipment

Classroom computer with Internet / network access.

Sequence of activities

1. The teacher describes the final project and explains the grading rubric.
2. The teacher assigns or helps students to form groups.
3. Students conduct research to select an appropriate event to celebrate. The event must be related to French or francophone culture and must be related in some way to a day or date that occurs during the next six to nine weeks. Students provide a background statement on the nature of the event being celebrated and research the person, people, nation, or historical event being remembered. The event must be approved by the teacher.
4. Students must specify when and where the celebration will take place and then create an invitation.
5. Students prepare a guest list, including other students, French-speakers, francophiles, school administrators and friends within the school and community.
6. Students determine what culturally-authentic foods, beverages, decorations and supplies will be needed, and how much they will cost.
7. Students prepare a written schedule of speakers, events and activities.

Lesson 9 or Lessons 9 and 10

Materials

Students' presentations

Culture

Students share with the class the products (foods, beverages, decorations), practices (activities, events) and perspectives of the francophone country associated with their celebration.

Technology and Equipment

Classroom computer(s) and LCD display or television hook-up as needed by student groups

CD player or tape recorder as needed by student groups

VCR + TV monitor

Sequence of activities

1. Groups of students explain the event they have chosen to celebrate and present their celebration plans.
2. The class may select the most interesting celebrations and make preparations to put the celebration plans into action.

French 2 Review Project: Planning a Celebration

In your groups, you will plan and make a presentation about a celebration. You must:

1. Conduct research to select an appropriate event to celebrate. The event must be related to French or francophone culture and must be related in some way to a day or date that occurs during the next six to nine weeks. Compose a background statement on the event being celebrated and research the person, people, nation, or historical event being remembered. The event must be approved by the teacher.
 2. Specify when and where the celebration will take place and then create an invitation.
 3. Prepare a guest list, including other students, French-speakers, francophiles, school administrators and friends within the school and community.
 4. Determine what culturally-authentic foods, beverages, decorations, and supplies will be needed, and how much they will cost.
 5. Prepare a written schedule of speakers, events and activities.
-

III: ASSESSMENT PLAN

Narrative

Students are graded on both the oral and the written portions of their presentations, using the following rubrics.

Oral, in-class presentation

Students' oral presentation is assessed using the following rubric.

Planning a Party: Oral Presentation Rubric			
Criteria	1 point	3 points	5 points
Visuals	No visuals or props used	Limited visuals and props used	Extensive use of visuals and props
Quality of presentation	Nearly always difficult to understand or follow	Unclear at certain points but generally very comprehensible	Clear, comprehensible, and effective presentation
Vocabulary and grammar	Very limited and repetitive; students rely on memorized and formulaic expressions	Students recombine basic vocabulary and structures in original ways, show some creativity with language and do not continue to repeat basic formulas or expressions	Students recombine vocabulary and structures in varied and interesting ways AND use new vocabulary correctly and appropriately
Completion of task	Fewer than half of the required elements are included in the presentation	All but one or two of the required elements are included in the presentation	All of the required elements are included in the presentation
Creativity	Basic presentation, with no creative additions to original assignment	Expanded presentation, with one original element added to the assignment	Expanded presentation, with at least two original elements added to the assignment
Total = _____ / 25 points			

Written products

The following rubric is used to assess students' written work (invitation, lists).

Planning a Celebration: Rubric for Assessing Written Work			
Criteria	1 point	3 points	5 points
Visual quality	Sloppy work; minimal use of color and/or illustrations	Neatly done; color and illustrations are used but overall product is not eye-catching or creative	Neatly and creatively done; eye-catching, colorful, with abundant and interesting illustrations
Accuracy	Many repeated errors with most learned structures	Patterns of errors in only one or two learned structures	Infrequent or random errors; no repeated patterns of mistakes with learned structures
Vocabulary use	Very limited; students rely exclusively on basic Level I vocabulary	Expanded vocabulary; students use basic Level I vocabulary but occasionally experiment with new vocabulary as needed by their topic	Vocabulary is rich and interesting, combines Level I vocabulary with varied expressions and much new vocabulary as needed by their topic
Completion of task	Fewer than half of the required elements are included	All but one or two of the required elements are included	All required elements are included
Creativity	No creative additions	Some creative elements but more creativity would enhance the project	Highly creative; some technology used
Total = _____ / 25 points			



Poetic Love / L'Amour en poésie

Victoria D. Lewis
Suttons Bay High School
Suttons Bay, MI

SCENARIO PROFILE

Language	French
Grade Level	High School, Level III
General Proficiency Level	Intermediate
Duration of Scenario	Seven 85-minute class sessions (3 weeks)

I: SCENARIO COMPONENTS

DESCRIPTION

Poetry has traditionally been the vehicle used to express sentiments of love including romantic, familial, platonic, spiritual, patriotic, unrequited, lost, conjugal and self-love. In this scenario students explore different aspects of love by reading and listening to French and francophone poetry and by discussing the various ways poets express the concept of love. Students write and revise two original poems on the theme of love. The first poem is short (2-6 lines) and must express a sentiment or a physical sensation; students must include a graphic with the poem to illustrate these elements. Students then present their 2-6 line poem as an animation using PowerPoint. Later, the animated poems are posted on the Poetry Club website and the school web page. The second poem is written, typed and included in a kiosk displayed in the school.

LESSON PLAN OBJECTIVES

- Students study poetry and learn poetry-related vocabulary. (Lesson 1)
- Students list various types of love used as a poetic theme. (Lesson 1)
- Students discuss poetry. (Lesson 1)
- Students generate information-gathering questions. (Lesson 1)
- Students conduct Internet research on animated poems and describe poems. (Lesson 1)
- Students identify the ideas and attitudes about the theme in the poems they read. (Lesson 2)
- Students describe imagery in poems. (Lesson 2)
- Students review information gathering questions. (Lesson 2)
- Students discuss similarities and differences between the poets and their works. (Lesson 3)
- Students do Internet research on poets and their works. (Lesson 3)
- Students analyze poems for form and content. (Lesson 4)
- Students contrast attitudes between poems. (Lesson 4)

- Students describe structure in poems. (Lesson 4)
- Students read poetry orally for pronunciation and discuss sound and rhythm. (Lesson 5)
- Students present information about French poets to the class using oral and written French. (Lesson 5)
- Students explore the different attitudes about love using poetry. (Lesson 6)
- Students write original French poetry and illustrate it using PowerPoint. (Lesson 6)
- Students present original poetry on the theme of love. (Lesson 7)

ASSESSMENT ELEMENTS

- ✓ Animated Poem Rubric
- ✓ Ongoing Participation Rubric

STANDARDS

1.1 Interpersonal Communication

- Students question each other about poetry they read.
- Students compare responses.

1.2 Interpretive Communication

- Students read and analyze French poetry.

1.3 Presentational Communication

- Students write poetry and present it to classmates.
- Students present the poems they write using PowerPoint.
- Students display poetry in kiosk in school.

2.2 Products and Perspectives of Culture

- Students conduct research on French poets and poetry.
- Students analyze concept of love as expressed in French poetry.

3.2 Acquiring information

- Students conduct research on French poetry and poets.

4.1 Language Comparisons

- Students compare poetic language in French and English.

4.2 Cultural Comparisons

- Students compare the theme of love used by French and Francophone poets..

5.1 School and Community

- Students post poems on the international poetry club website.
- Students post poems on kiosk in high school.

II: LESSON PLANS

Lesson 1

Functions

Describing, comparing and contrasting, creating definitions, asking questions

Vocabulary

Poetry-related vocabulary:

l'auteur, la poésie, le poète, le poème, la rime, le rythme, la strophe, le vers, la syllabe, évoquer, composer, inspirer, réciter

Thematic Vocabulary:

l'amitié, l'amour, bien-aimé(e), le bonheur, le coeur, la douleur, soi-même, le soin, le souci, blesser, caresser, dompter, protéger, s'égayer, soigner

Grammar

Review of information questions and question words from Valette: *French for Fluency*, 1990, pp.11, 454.

Culture

Products: poetry of France, Canada and Africa

Materials

1. *Premiers Poèmes*, Ed. by Ruth Plaut Wienreb. Lincolnwood, IL: National Textbook Co. 1998
2. 3 cassettes of *Premiers Poèmes*: Longman (Addison-Wesley) 1989
3. *Tous les Poèmes Pour Le Cour Avancé*, Ed. by Andre O. Hurtgen. Wellesley Hills, MA: Independent School Press, 1985
4. Grammar exercises found in Valette and Valette, *French for Fluency: Grammaire Active*. Boston: D.C. Heath and Co., 1990

Materials

Packet of poems including the following:

Baudelaire	L'Amour et le Crâne
Baudelaire	L'Etranger
Charlevard	Sur l'Amour et l'Amitié
Eluard	Bonne Justice
Gautier	Chinoiserie
Géraldy	Dualisme
Hugo	Demain, dès l'aube
Prévert	Pour Toi Mon Amour
Prévert	Rouge et Immense
Rimbaud	Sensation
Savard-Neige	Chaude
Senghor	Femme Noire
Yondo	Dors Mon Enfant

Large pieces of paper

Technology and Equipment

Overhead projector

Tape player

Computer access

Websites

Arbre de Poèmes (Website for children with interactive poems those are short and easy to read): <http://enfants.poesie.net>

Sequence of activities

1. The teacher introduces the theme of love and its vocabulary. The teacher divides students into small groups. Each group creates a concept map of the theme of love. Students include as many types of love as possible, using the thematic vocabulary and any other they could generate in their groups. Students are encouraged to find cognates that apply including words such as *maternel, romantique, patriotique*. Each group puts its map onto a large sheet of paper.
2. Groups post their maps around the room and discuss the breadth and scope of the theme in French using the new vocabulary. The whole group reviews the concept map and the vocabulary that goes with it.
3. Students are given a small packet of poems selected for study. They must scan the list to see if there are any familiar names of poets. Students are told that all of the poems on the list have love as a central theme.
4. Using the poetic vocabulary, the teacher writes a definition of poetry on the board in French. Everyone copies the definition for reference. The teacher discusses the terms in the poetic vocabulary.
5. Students create lists of poetry characteristics; the lists include the following: rhyme, rhythm, comparisons, no rules, imagery, evocative.
6. In small groups students create five questions in French to ask about a poem in order to analyze it. The teacher models sample questions: What is the rhyme scheme of the poem? How many stanzas does the poem have? Who wrote the poem? What does ... mean? Which verse expresses sadness / happiness / passion? Which stanza is most touching? What is the meter? How does meter help the idea? What is the poem about? What symbol(s) are used? What comparison strikes you the most?
7. Groups share the questions they generated in Step 6. All students copy a common list for reference.
8. Students read the poem “Sur l'Amour et L'Amitié” by Charlevar and then analyze it using the questions that follow the poem. Answers are in parentheses.

L'Amour et l'Amitié
Amour demon sans égal,
Ton pouvoir dompte le nôtre
Je ne te dis ni bien ni mal
Tu m'as fait l'un et l'autre.

Eh! Pourquoi t'égares-tu?
L'amitié qui te ressemble,
Joint les beaux noms de vertu

Et de passion ensemble

Amitié, tout est charmant
Sous ton équitable empire.
On te trouve rarement;
C'est ce que j'y trouve à redire.

Qui est l'auteur de ce poème? (Charlevard)
Combien de strophes y-a-t-il dans ce poème? (3)
Combien de syllabes y a-t-il dans chaque vers? (7)
Décrivez le rime de ce poème. (teacher should demonstrate the rhyme scheme aloud: abab-cdcd-efef: called rime croisée; identify rime as rich in that it rhymes not only the last syllable but the other syllables in the word e.g.: ressemble-ensemble)

Décrivez l'image de l'amour que Charlevard nous donne. (that of a powerful demon; one who does him both good and harm)

Comment trouves-tu cette image? (Student answers vary)

A quoi est-ce que l'amour est opposé? (friendship-l'amitié)

Décrivez l'image de l'amitié. (unites virtue and passion)

Lequel est-ce que l'auteur préfère? (seems to be friendship)

Pourquoi? (Student answers vary)

Comment est-ce que l'amour et l'amitié se ressemblent? (answers will vary require comparisons and contrasts)

9. Students then follow the same pattern of questioning with L'Amour et Le Crâne by Baudelaire. One student asks the questions of the other about the poem and records answers briefly. Students then reverse roles with the other student asking questions. The two compare their answers. Each member of the pair then turns to another person and repeats the process. Four people discuss the same poem and each person has at least three sets of responses to compare with his/her list. Relate these responses to the concept of love; identify the main focus of the poems: what are the differences between love and friendship or love and logic.

10. Students hand in written answers. Teacher assigns the following:
Research the website Arbre de Poèmes <http://enfants.poesie.net> and find two poems to discuss in class.
Students read two more poems at home: "Chinoiserie" by Gautier and "Femme Noire" by Senghor.

Lesson 2

Functions

Comparing and contrasting, reading poetry, analyzing poems, describing physical appearance

Vocabulary

Poetic vocabulary from lesson 1

Thematic vocabulary from lesson 1

rappeler à + -noun
cela me fait penser à + noun
avoir l'impression de + infinitive

Grammar

Review of questions

Questions that are answered by a definition, an identification, an explanation: *Qu'est-ce c'est que...; quel + être + noun.*

Questions that are answered by a choice: *quel + noun; forms of the pronoun lequel*

Comparatives taught in Valette and Valette, *French for Fluency: Grammaire Active*. Boston: D.C. Heath and Co., 1990 pp. 299-300.

avoir l'impression que + indicative

Culture

Views of love in poetry from France, Canada, French-speaking Africa

Materials

Packet of poems

Large sheets of paper for drawing

Technology and Equipment

Overhead projector

Tape recorder

Websites

<http://enfants.poesie.net>

Sequence of activities

1. The teacher explains the use of the new comparing and contrasting vocabulary. Students practice the new grammar structures by asking questions orally as a class to review questions.
2. Paired work research from the website Arbre de Poèmes <http://enfants.poesie.net>. Each pair would be expected to analyze two poems from this site using the questions from the list created in Lesson One.
3. In pairs students use the list of model questions and analyze the two poems they have chosen from the website. One student asks the questions of the other about the poems and records answers briefly. Students then reverse roles and the second student asks questions. The two compare their answers. Each member of the pair then turns to another person and repeats the process. Four people discuss the same poem and each person has at least three sets of responses to compare with his list.
4. Students hand in written answers. Students review the poems that were read on the website and ask the model questions about the website poetry. Discussion is kept to 15 minutes. Students rejoin the large group to share the responses of the pairs.
5. In the whole group students identify the function of the two poems read (describing the beloved). The teacher asks students to focus on the characteristics of the beloved. Students work in pairs to answer the following questions about the beloved: What does she look like? Where does she live? What is special about her?
6. Students share answers from Item 5 with the whole class. Then the teacher points

- out that both describe someone non-European and different from the norm. (Gauthier makes reference to Shakespeare's heroines as a point of contrast.) Students describe what they would be assumed to look like.
7. Read “*Dors Mon Enfant*” aloud in class and discuss the subject of this poem.
 8. Students draw portraits of the subject of each poem based on the poet's description and listen to audio tapes of the poetry while drawing.
 9. Students discuss the following question: If you were discussing your loved one, what characteristics would you describe?
 10. Teacher assigns the following:
 Read two poems: “Rouge et Immense” by Prévert and “Sensation” by Rimbaud.

Lesson 3

Functions

Interviewing others to get information, describing sensations, discussing images

Vocabulary

Poetry vocabulary of Lesson 1

Comparison and contrast vocabulary of Lesson 2

Adjectives for describing people *Discovering French: Rouge* pp. 36-37

Grammar

Verbal expression for comparison

rappeler à +-noun

cela me fait penser à + noun

avoir l'impression de + infinitive

Culture

Biographical information on poets

Materials

Packet of poems

Paper

Technology and Equipment

Tape recorder

Computer access with Internet

Websites

Poésie vivante: <http://www.franceweb.fr/poesie/index2.html>

Arbre de Poèmes: <http://enfants.poesie.net/> interactive-poetry written by children, some animated poems

Birago Diop: <http://perso.infonie.fr/neveu01>

Victor Hugo: <http://poètes.com/hugo/> This site contains links to Baudelaire, Verlaine, Rimbaud and the schools of Romantisme and Symbolisme;
Jacques Prévert: <http://xtream.online.fr/Prévert/>
Francis Ponge: <http://www.philogora.net/ponge.html>
<http://poesie.webnet.fr/auteursliste.html>

Sequence of activities

1. Students review the vocabulary list that was generated at the end of the last class (Student lists will vary.)
2. Students practice grammar activities on *avoir l'impression de* + infinitive.
3. Students read two poems aloud that describe the sensation of love: “Rouge et Immense” by Prévert and “Sensation” by Rimbaud.
4. Students map the different sensations described.
5. Students make mini-maps of the poems exploring the images within them.
6. Students compare the sensations in the two poems. Students answer questions to help them compare: Are all sensations alike? How are they the same / different? Relate these responses to the theme of love; identify the main focus of the poems.
7. The teacher gives each student a poet from the study packet. Each student should then conduct research on the poet on the Internet. Each student is to create a biographical poster about the poet; the poster must include the following: a portrait if possible, information about where he /she was born, education, major works, influences and attitudes, membership in a given school if appropriate. In addition, each student is to also find some American or British poet who wrote on the theme of love for comparison to the French poet. Posters will be due during Lesson 5.
8. The teacher makes the following assignment:
Read two poems with conflicting ideas about love: “Pour Toi Mon Amour” by Prévert and “Dualisme” by Gerald.
Ask students to come prepared to explain the differences in the two perspectives.

Lesson 4

Functions

Analyzing a poem, categorizing poems by purpose, analyzing images in poems

Vocabulary

Poetry vocabulary from Lesson 1

Sentiments:

l'ennui, l'espoir, le plaisir, espérer, se sentir, déprimé, sensible, ennuyeux(euse), malheureux, heureux, s'embêter, s'inquiéter, se rappeler, de bonne humeur, de mauvaise humeur, énervé, en colère, calme, perplexe

Grammar

Use of reflexive verbs

Culture

Perspectives of French poets on sensations of love

Materials

Packet of poems

Writing paper

Technology and Equipment

Overhead projector

Sequence of Activities

1. In the whole group students discuss the conflicting attitudes in the poems by Prévert and Gaudy. The teacher asks questions: What does this line make you think of? Is it like the other poem? What impression does it give you? Diagram the differences in attitude on the overhead projector.
2. Students discuss the differences between the two poems.
3. Students read aloud *Demain, dès l'aube* by Hugo, "Aube" by Rimbaud and "Neige Chaude" by Savard and discuss differences in sentiments, using the above questions above. Students rank the images by intensity (which is stronger) and categorize the images by function (what is the author doing—complaining, etc). Students discuss their impressions of the poems.
4. Student review the poetic vocabulary and discuss the technical aspects of the poems. What is the rhyme scheme? What is the meter in line ...? What image does Hugo use to express melancholy? How does Rimbaud express love or an attitude toward love? What are the conflicting images Savard uses?
5. Students make a new theme map using the new poems and poets and compare the new map to the original map.
6. Students write an analysis of one of the five poems by Prévert, Gaudy, Hugo, Rimbaud, or Savard. Students explain its form, rhyme and rhythm; describe the dominant idea; and examine the images the poet uses to illustrate the theme.
7. Teacher gives the following assignment:
Students must complete the Internet research and the posters on the poets

Lesson 5**Functions**

Presenting information about poets, read poetry

Vocabulary

la loi, le raisin, le charbon, les baisers, dur(e), douce, le rêve

Grammar

Questions that are answered by a definition, an identification, an explanation: *Qu'est-ce c'est que...; quel + être + noun*

Culture

Poets of the French-speaking world

Materials

Posters and stickers
Student props

Technology and Equipment

Overhead projector

Sequence of activities

1. Students present posters of poets they have researched. Each student provides a short oral introduction in French. The teacher hangs the posters around the room making a gallery.
2. Students walk around the gallery and read the information on the posters. The teacher gives each student a set of three stickers to rate the posters: (1) for best information; (2) most attractive; (3) poet you would most like to read. Posters that get the most of any one sticker get extra credit.
With the gallery in place students prepare to read orally.
3. The teacher gives a dictée of one of the poems using cloze passages: The following model cloze exercise is from “Bonne Justice” by Paul Eluard

C'est la chaude _____ des _____
Du _____ ils font du _____
Du _____ ils font du _____
Des _____ ils font des _____

After completing the cloze exercise, students discuss the sounds, ideas, and the parallel structure of the stanza (this poem has lines of equal length and follows easily from one idea to another). They continue with other stanzas. The teacher explains that this poem is most meaningful when read aloud.

4. Students prepare an oral reading/interpretation of any of the poems that have been read and studied. There are four basic models:
 1. Coffee House: Students read poetry orally to whole class as during a poetry reading at a book store such as Borders
 2. Whole class choral reading of poems
 3. Set poetry to music and sing it
 4. Dramatize poems
5. Students present their oral readings to the class, as individuals, or in pairs, or small groups.
6. Students select the best presentation. The procedure is similar to the gallery walk. They are to select the best pronunciation, the reading that gives the best illustration of the emotion.

Lesson 6

Functions

Writing poetry in French, expressing attitudes about love

Culture

Comparisons of French perspectives about love with that of U.S. students

Technology and Equipment

Computer access with PowerPoint

Websites

Poésie vivante: <http://www.franceweb.fr/poesie/index2.html>

Sequence of activities

1. Students recreate a concept map of love including all of the different expressions of it that have been studied.
2. The teacher demonstrates how to create PowerPoint slides with motion and sound and how to order slides and set up a slide show.
3. Students write original poetry on the theme of love.
 - a. Students create animated poems using PowerPoint.
Students write and revise some original poetry on an aspect of the theme of love. Each student writes two poems. The first poem is to be short (2-6 lines) and is presented as an animated poem using PowerPoint. The student expresses a sentiment, a physical sensation, and includes a graphic to illustrate these elements. These animated poems are posted on the poetry club website and the school web page.
 - b. The second poem is written, typed and included in a kiosk within the school. This second poem expresses an attitude about love and uses imagery. It should be 6-12 lines long, divided into two stanzas or be composed of lines of equal length, using parallel ideas. Students may adopt a theme from the concept map or borrow one from one of the poets studied, such as longing for a lost love. The poem should include varied and expanded vocabulary, not just *beau, bon, jeune* and other common adjectives. These poems might also be posted on the poetry club site depending on their length and quality. Since this site allows for written feedback from other members of the club, students learn a lot from the activity.
4. The teacher gives the following assignment: Write, revise, and produce poems.

Lesson 7**Functions**

Presenting poems orally, writing poems on a theme

Vocabulary

Review of vocabulary from Lessons 1-2

Culture

Perspective of Poetry Club on student poetry

Technology and Equipment

Computer access with PowerPoint and Word

Websites

Poésie vivante: <http://www.franceweb.fr/poesie/index2.html>

Sequence of activities

1. Students present animated poems in French using PowerPoint
2. Students create written work using Microsoft Word
3. Students post poems on the poetry club website.

III. ASSESSMENT PLAN

Final Project: Original Student Poetry

Students write two original poems in French. The first poem is 2-6 lines and is presented on PowerPoint as an animated poem. Rime and meter are not mandatory but can be used. The student must express a sentiment and a physical sensation and include a graphic to illustrate these elements. These poems are posted on the school website and the poetry club website.

Poetic Love: Animated Poem Rubric			
Criteria	Poet's Apprentice 0-7 points	Petit Poet 8-14 points	Poet Laureate 15-20 points
Completeness	Not enough lines, or 1-2 lines only; no sentiment or sensation conveyed	3-4 lines; both an emotion and a physical sensation conveyed	4-6 lines; sentiment conveyed
Accuracy	Verbs not conjugated; no descriptors	Verbs used correctly as action words; description using adjectives	Uses a verb as both action word and as an adjective
Vocabulary Use	Very limited use; very familiar vocabulary only	Varied vocabulary; expands use of vocabulary to enhance poem	Expanded and varied use of vocabulary: uses vocabulary to expand on theme and enhance poem
Graphics	None used	Graphic included, may relate to poem or theme	Good, imaginative use of graphic; relates to theme
Total = _____ / 80 points			

Ongoing Participation Rubric

Students are required to actively participate in every lesson. They are involved in concept map building, question/answer sessions, reporting, reciting, and presenting. Participation points are given every lesson. The criteria for getting all of the points are: (1) completion of all assignments, (2) speaking in French during the question/answer and other working sessions, and (3) active participation in class projects.

Poetic Love: Ongoing Participation Rubric			
Criteria	Present in class 0-2 points	Team Player 3-4 points	Team Captain 5 points
Completes all work	Work not complete	All work at least 85% finished	All work 100% complete
Uses French consistently in class	Uses mostly English	Uses French most of the time	Uses only French
Active participation in class activities	Often off task, requires constant teacher monitoring	Generally on task; helpful in group work	Takes initiative in all group and individual projects
Total = _____ /15 points			



Cultural Superstars

Ursula Mayr
Battle Creek High School
Battle Creek, MI

SCENARIO PROFILE

Language	French/German
Grade Level	High School, Levels II and III
General Proficiency Level	Intermediate
Duration of Scenario	Five 90-minute class sessions and 15-minute lesson segments scheduled throughout the year

I: SCENARIO COMPONENTS

DESCRIPTION

As students attempt to progress through the Intermediate range of proficiency, they learn to report events and describe people and situations that took place in the past. In this scenario, Level II and III students of French or German learn about and report on famous people from francophone or German-speaking cultures. Using Hyperstudio, PowerPoint or another electronic format, students create a presentation that names their cultural superstar and tells why the person is important in that culture and in the broader, world-wide context. Students must provide at least two pictures of the person from different times in the person's life and information about 1) the person's place and date of birth, 2) the person's family, family members and parents' occupations, 3) at least 10 important events in the person's life and 4) at least five additional facts or items of interest. In addition, the presentation must provide information about the period during which the individual lived, including: 1) information and pictures of at least two important events or discoveries that took place during the person's lifetime, 2) at least two examples of music from the time period, and 3) at least two works of art by different artists from the time period. Students will take the role of their famous person at a class social event, where they mingle with classmates and share information about "themselves." Students also present their projects to the class, to other classes within the school (humanities, art, music, psychology, as appropriate), the language club, middle or elementary school students, and other speakers of French or German in the community.

LESSON PLAN OBJECTIVES

- Students learn about important individuals from the target culture as they review the formation and use of the passé composé and imparfait in French or the Perfekt and Imperfekt in German. (Lessons 1 and 2)
- Students conduct research on their assigned individual and prepare their presentation. (Lessons 3 and 4)
- Students share their projects with the class. (Lessons 5 and beyond)

- In this culminating activity, students take on the role of their famous person at a class social event, where they mingle with their classmates and share information about "themselves." (Lesson 6)

ASSESSMENT PLAN

- ✓ Project Preparation Rubric
- ✓ Fact sheet and Follow-up Game
- ✓ Multimedia Presentation

STANDARDS

1.1 Interpersonal Communication

- Students ask and answer questions about famous francophone or German-speaking individuals.

1.2 Interpretive Communication

- Students listen as the teacher introduces a famous individual from francophone or German-speaking culture and reviews important historical events or social movements from the period.
- Students read information on *Quia* website(s) and play teacher-prepared games about the famous person.

1.3 Presentational Communication

- Students list famous individuals from American, francophone or German-speaking cultures.
- Students write questions using information from the teacher's presentations.
- Students present their projects to the class.

2.1 Practices and Perspectives

- Students learn that streets, schools, and buildings are often named for historical figures, artists and philosophers.

2.2 Products and Perspectives

- Students learn about the works and ideas of Sarah Bernhardt and Claude Debussy or about Sigmund Freud and Käthe Kollwitz, as well as other important individuals from francophone or German-speaking cultures.
- Students listen to music and view works of art created by francophone or German-speaking artists.

3.1 Reinforcing Knowledge

- Students further their knowledge of history and the humanities through their own research and research conducted and presented by their classmates.

3.2 Acquiring New Knowledge

- Students learn about a variety of famous individuals from francophone or German-speaking cultures.
- Students learn about the history, artists, musicians, and artistic movements of a variety of francophone or German-speaking countries and cultures.

4.1 Comparing Languages

- Students compare verbs that report actions (*passé composé*, *Perfekt*) with verbs that describe people or situations in the past (*imparfait*, *Imperfekt*) in English and in French or German.

4.2 Comparing Cultures

- Students compare artistic styles and movements over time within a single francophone or German-speaking culture and among francophone or German-speaking cultures.

5.1 School and Community

- Students share their projects with the language club, with other classes within the school (humanities, art, music, psychology, as appropriate), with middle or elementary school students, and/or with other speakers of French or German in the community.

Beginning on 2/25/2002, *Quia* implemented a user fee for subscribers who wish to use *Quia's* activity manager to create and edit online activities and games. Teachers and students may continue to use existing activities at no charge. A list of similar Internet –based activity creation tools free of charge to teachers is available at <http://www.kn.pacbell.com/wired/fil/pages/listteacherli2.html>.

Advanced technology users may prefer to use one of the following free game-creation softwares and incorporate learning games directly into a teacher-authored web page:

- ❑ Game-o-Matic <http://clear.msu.edu/dennie/matic/>
- ❑ Hot Potatoes <http://web.uvic.ca/hrd/halfbaked/>

Eminent French-speaking People

Aznavour, Charles	DeGaulle, Charles	Proust, Marcel
Belloc, Hilaire	France, Anatole	Ravel, Maurice
Beauvoir, Simone de	Gauguin, Paul	Rodin, Auguste
Bernhardt, Sarah	Matisse, Henri	Rolland, Romain
Breton, André	Maugham, W. Somerset	Schweitzer, Albert
Cezanne, Paul	Maurois, André	Toulouse-Lautrec, Henri
Chevalier, Maurice	Mendes-France, Pierre	Verne, Jules
Chagall, Marc	Monet, Claude	Zola, Émile
Debussy, Claude		

Eminent German-speaking People

Adenauer, Konrad	Kafka, Franz	Niemoller, Martin
Adler, Alfred	Klee, Paul	Nietzsche, Friedrich
Adler, Friedrich	Kleiber, Erich	Regler, Gustav
Bonhoeffer, Dietrich	Kreisler, Fritz	Ribbentrop, Joachim von
Brandt, Willy	Lehmann, Lotte	Rilke, Rainer Maria
Brecht, Bertolt	Mahler, Gustav	Schnabel, Artur
Dvorak, Antonin	Mann, Erika	Schumann-Heink, Ernestine
Ehrlich, Paul	Mann, Klaus	Steinmetz, Charles
Frank, Anne	Mann, Thomas	Zweig, Stefan
Freud, Sigmund	Masaryk, Thomas	
Hess, Rudolph		

Part II: LESSON PLANS

Lessons 1 and 2

(90-minute class sessions scheduled at least one week apart)

Functions

Asking for and stating information

Reporting events in the past

Describing events in the past

Vocabulary

Students review basic vocabulary including professions and family members.

Grammar

Passé composé and imparfait (est né(e), a fait, ...; avait, était, habitait, ...)

Perfekt and Imperfekt (hat gehabt, ist geboren, hat gemacht...; war, hatte, starb, glaubte...)

Culture

Practices and Perspectives

Students learn that streets, schools, and buildings are often named for historical figures, artists and philosophers.

Products and Perspectives

Students learn about the works and ideas of Sarah Bernhardt and Claude Debussy, Sigmund Freud and Käthe Kollwitz, or other important individuals of the teacher's choice.

Materials Needed

Pictures of famous Americans

Teacher-prepared *Cultural Superstar Fact Sheet*

Transparency of *Cultural Superstar Fact Sheet*

CDs or tapes of music composed during the period

Photos or color transparencies of works of art from the period

A brief historical timeline of events from the period

Printed copies of the description of each important individual
Teacher-prepared review games and activities focusing on the *passé composé* and *imparfait* or on the *Perfekt* and *Imperfekt* tenses
4x6 cards
Concentration-type game board
List of famous people
Relevant print and electronic resources
Teacher-prepared quizzes on the *passé composé* and *imparfait* or on the *Perfekt* and *Imperfekt* tenses

Technology and Equipment

Overhead projector
CD or tape player
LCD projector
Computers with Internet access

Websites

<http://www.quia.com>
<http://www.quia.com/jg/233924.html> (Sigmund Freud)
<http://www.quia.com/jg/249105.html> (Käthe Kollwitz)
<http://www.quia.com/jg/249071.html> (Simone de Beauvoir)
<http://www.quia.com/jg/249097.html> (Sarah Bernhardt)
<http://www.quia.com/jg/250581.html> (Claude Debussy)

Sequence of Activities

1. Students name the famous Americans whose pictures are presented by the teacher, then work in pairs or small groups to make as long a list of famous Americans as possible.
2. Students work alone, then in pairs and groups, to list famous individuals from the francophone or German-speaking world.
3. Students listen and take notes using the *Cultural Superstar Fact Sheet* as the teacher introduces a famous individual from French or German culture, stating the famous person's name and describing the person's picture, telling the person's profession, describing the person's family, stating the city and country the person is from, noting the person's year of birth, and stating several important additional facts about the individual and about historical events that took place during the person's lifetime. Famous people to be described in Lessons One and Two might include, but are not limited to: French - Sarah Bernhardt and Claude Debussy and German - Sigmund Freud and Käthe Kollwitz.
4. Using a written copy of the presentation, students underline all verb forms and identify the tense in which the verb is written.
5. Students compare verbs that report actions (*passé composé*, *Perfekt*) with verbs that describe people or situations in the past (*imparfait*, *Imperfekt*).
6. Students complete teacher-prepared review games and activities focusing on the formation and uses of each past tense.
7. Students listen to music and view works of art from the period.
8. Students listen as the teacher reviews important historical events or social movements from the period.

9. Students write a review question using information from the teacher's presentations on a 4x6 card. They write the answer to that question on another card, then place the cards face down on a *Concentration* board. Students take turns matching questions with the correct answers.
10. Using one question card and the answer card to a different question, students mingle in order to match their question with the proper answer and their answer with the corresponding question. Question and answer pairs are presented to the class.
11. In the computer lab, students visit the *Quia* website(s) and play teacher-prepared games created with the data for the famous person.
12. Students take teacher-prepared quizzes on the *passé composé* and *imparfait* or on the *Perfekt* and *Imperfekt* tenses.
13. After working with materials for two important figures selected by the teacher, students draw or are assigned the name of their own important francophone or German-speaking individual.

Lessons 3 and 4 **(90-minute class sessions scheduled at least one week apart)**

Functions

Asking for and stating information

Reporting events in the past

Describing events in the past

Grammar

Passé composé and *imparfait*

Perfekt and *Imperfekt*

Culture

Students learn about the practices, products, and perspectives associated with their cultural superstar.

Materials

Teacher-prepared *Cultural Superstar Fact Sheet*

Relevant print and electronic resources

4" X 6" notecards

Technology and Equipment

Computers with Internet access

Computers with Hyperstudio and/or PowerPoint

Websites

<http://www.quia.com>

<http://www.geography.about.com>

<http://www.atlapedia.com>

<http://www.fwsd.wednet.edu/fw/schools/sac/french/listof.htm>

<http://www.earlystart.co.uk/esfrench1/04people.htm#encyc>
<http://www.german-way.com/german/famous.html>

Sequence of Activities

1. Using the teacher-prepared *Cultural Superstar Fact Sheet*, students conduct research on their assigned individual.
2. Students create review games using <http://www.quia.com> or using 4" X 6" notecards and the *Concentration* game board.
3. Using Hyperstudio or PowerPoint, students create a presentation that provides information on the background, family, activities, and great works of their assigned individual as well as on the historical events, musical and artistic movements of that period.

Lessons 5 +

(15-minute lesson segments scheduled throughout the remainder of the semester)

Functions

Asking for and stating information

Reporting events in the past

Describing events in the past

Grammar

Passé composé and *imparfait*

Perfekt and *Imperfekt*

Culture

Students learn about the practices, products, and perspectives associated with their classmates' cultural superstars.

Materials

Student-created presentations

CDs or cassettes

Technology and Equipment

Computers with Hyperstudio and/or PowerPoint

LCD projector

CD or cassette player

Website

<http://www.quia.com> sites created by students

Sequence of Activities

1. Students present their projects to the class, one project per day, during a 15-minute segment of the class period.
2. Classmates prepare and ask a minimum of two follow-up questions.

3. Students play review games about their classmates' presentations using either their classmates' 4" X 6" question cards arranged on the *Concentration* game board or using their classmates' <http://www.quia.com> sites.

Final Lesson **(One 30 – 90-minute segment of a class session)**

Functions

Asking for and stating information

Reporting events in the past

Describing events in the past

Vocabulary and Grammar

New vocabulary and grammar are not introduced in this lesson.

Culture

Students learn about the practices, products, and perspectives associated with their classmates' cultural superstars.

Materials

Information sheet for recording each classmate's name, name of their famous person, and three important facts about their famous person

Student-prepared costumes and props associated with their famous person

Sequence of Activities

1. Wearing costumes and using props appropriate to their famous person and his or her historical period, students mingle with their classmates, sharing information about "themselves."
2. Students record classmates' names, the name of their famous person, and three important facts about that famous person or the time period during which the person lived.
3. During this class period and throughout the remainder of the school year, students share their projects with the language club, with other classes within the school (humanities, art, music, psychology, as appropriate), with middle or elementary school students, and/or with other speakers of French or German in the community.

Part II: ASSESSMENT

Narrative

Students are assessed at several points during the unit. Students take teacher-prepared quizzes on the formation and uses of the past tenses at various times during the unit. In addition, students are assessed on 1) their use of in-school work time, 2) the completeness

and accuracy of their *Cultural Superstar Fact Sheet* and <http://www.quia.com> game or 4" X 6" *Concentration* cards, and 3) their Hyperstudio or PowerPoint presentation.

Project Preparation Rubric: Use of class time

Students' use of class time during Lessons 3 and 4 is assessed using the following rubric.

Cultural Superstars: Project Preparation Rubric			
Criteria			
Work habits	Student is rarely on task 0	Student is on-task part of the time 3	Student is on-task the entire time 5
Completion of work	Student completes only a small portion of the research during class time, including the person's place and date of birth and a description of the person's family 1	Student completes more than half of the research during class time, including the person's place and date of birth, a description of the person's family and at least ten facts or events 3	Student completes all of the research during class time, including the person's place and date of birth, a description of the person's family, at least ten events and five interesting facts 5
Self-directed research	Student needs consistent support and redirection from the teacher 2	Student works independently, but needs help and redirection from the teacher 4	Student works independently and needs little or no help and redirection from the teacher 5
Total = _____ /15 points			

Cultural Superstars: Fact sheet and Follow-up Game

Students are evaluated on the completeness and accuracy of their *Cultural Superstar Fact Sheet* and <http://www.quia.com> game or 4" X 6" *Concentration* cards using the following rubric.

Cultural Superstars: Fact sheet and Follow-up Game			
Criteria	1 Point	3 Points	5 Points
Completeness of <i>Fact Sheet</i>	Student includes 15 or fewer correct facts about the superstar	Student includes 16 to 20 correct facts about the superstar	Student includes 21 to 25 correct facts about the superstar
Number of questions in <i>Quia</i> or <i>Concentration</i> game	Student creates ten or fewer questions	Student creates 11 to 14 questions	Student creates 15 questions or more
Appropriateness of questions	Few questions address important facts, issues or events	Many questions address important facts, issues or events	All questions address important facts, issues or events
Accuracy	Student rarely uses the past tenses correctly; there are many patterns of errors with other known constructions	Student often uses the past tenses correctly; there are some patterns of errors in other known constructions	Student usually uses the past tenses correctly; there are few patterns of errors in other known constructions
Total = _____ /20 points			

Final Hyperstudio or PowerPoint presentation

Students' Hyperstudio or PowerPoint presentation is assessed using the following rubric.

Cultural Superstars: Multimedia Presentation			
Criteria			
Importance	Does not explain why person is important 1	Explains why person is important within his or her own culture 3	Explains why person is important within his or her own culture and within a worldwide context 5
Information Place, date of birth, family, and 15 facts	Includes more than five but fewer than 10 facts 0 5	Includes 10 to 24 facts 8 12 16	Includes 25 or more facts 20
Music and art	Includes 1 piece of music OR art from time period 2	Includes 2 pieces of art OR music from time period 6	Includes 2 pieces of music AND art from time period 10
Uses of tenses	Frequent patterns of errors when reporting or describing in the past 3	Infrequent patterns of errors when reporting or describing in the past 8	Random errors when reporting or describing in the past 10
Creativity, pictures and special effects	Consistently uses one of the following techniques: sound effects OR transitions OR WordArt; includes no pictures of the person or of important events or discoveries 1	Consistently uses two of the following techniques: sound effects OR transitions OR WordArt; includes two or three pictures of the person OR of important events or discoveries 3	Consistently uses sound effects, transitions, AND WordArt; includes four or more pictures of the person AND of important events or discoveries 5
Total = _____ /50 points			



Regional French Cuisine

Nancy J. O'Boyle
St. Johns High School
St. Johns, MI

SCENARIO PROFILE

Language	French
Grade Level	High School, Level III
General Proficiency Level	Intermediate
Duration of Scenario	Fifteen 90-minute class sessions

I. SCENARIO COMPONENTS

DESCRIPTION

This scenario explores the cultural differences and food and drink specialties of various regions of France. The students study some of the well-known French provinces and after choosing one area, present their version of a Julia Child cooking show explaining how to prepare a typical dish of the region.

LESSON PLAN OBJECTIVES

- Students identify the various provinces of France. (Weeks 1 and 2)
- Students understand the various food specialties of the regions. (Weeks 1 and 2)
- Students use appropriate greetings when they meet people after a summer vacation. (Weeks 1 and 2)
- Students know correct forms of the past tenses and can narrate in the past in French. (Weeks 1 and 2)
- Students narrate in the past. (Week 3)
- Students write a postcard describing a trip to France. (Week 3)
- Students are familiar with French regional cuisine. (Week 3)
- Students understand and use recipes in French. (Week 4)
- Students convert metric measurements to U.S. system of measurements. (Week 4)
- Students prepare a French regional dish by reading a recipe and following instructions. (Week 5)
- Students demonstrate how to prepare a French regional dish. (Week 6)
- Students understand the cooking demonstration of other students by correctly completing a worksheet on the demonstration. (Week 6)
- Students comment on the food they sample. (Week 6)
- Students demonstrate how to prepare a French regional dish. (Week 7)
- Students understand the cooking demonstration of other students by correctly completing a worksheet on the demonstration. (Week 7)
- Students comment on the food they sample. (Week 7)

- Students complete the French cookbook. (Week 7)

ASSESSMENT ELEMENTS

- ✓ Regional French Cuisine: Oral Rubric

STANDARDS

1.1 Interpersonal Communication

- Students discuss French regional differences, including specialties and cuisine.
- Students discuss their summer vacation with each other.

1.2 Interpretive Communication

- Students research and read about the regions of France.
- Students research the provinces of France, looking for specific regional differences.

1.3 Presentational Communication

- Students present a French cooking demonstration showing how to prepare a food specialty of a specific region of France.

2.1 Practices and Perspectives of Culture

- Students research differences between the French and American eating habits and foods.

2.2 Products and Perspectives of Culture

- Students sample traditional French regional cuisine and prepare a French cookbook.

3.1 Making Connections

- Students learn about the metric measurement systems and French cooking terms. Courses in the math discipline help students convert recipe measurements for them.

4.1 Language Comparisons

- Students recognize French influence in English as noticed in the prevalence of cognates concerning food and cuisine.

4.2 Cultural Comparisons

- Students compare food and dining differences between the cultures and they write postcards home discussing the differences that they find.

5.1 School and Community

- Students sample regional cuisine while traveling to France and during a homestay in Quimper: crêpes, Breton cookies, etc.

5.2 Lifelong Learning

- Students receive the cookbooks they helped prepare and prepare recipes in the future.

II. LESSON PLANS

Weeks 1 & 2:

Five 90-minute blocks

Functions

Renewing old acquaintances, inquiring about past activities, expressing enthusiasm, expressing dissatisfaction, and exchanging information

Vocabulary

Expressions for Greeting People after a Vacation:

Questions:

Où es-tu allé(e)?
Quel temps est-ce qu'il a fait?
Quand est-ce que tu y es allé(e)?
Avec qui es-tu allé(e)?
Comment est-ce que tu y es allé(e)?

Responses:

Ça fait longtemps qu'on ne s'est pas vu(e)s.
Ça fait ...
Quoi de neuf?
Rien de spécial.
Qu'est-ce que tu deviens?
Toujours la même chose.
Je suis content(e) de te revoir.
C'était comment, tes vacances?
C'était chouette.
Je me suis beaucoup amusé(e).
Je me suis ennuyé(e).

Grammar

Review of passé composé

Review of question formation in the passé composé

Culture

Students research similarities and differences between French regions and their own.

Materials

Allez, viens! Level 3 Fort Worth: Holt, Rinehart and Winston, 1996: Chapter 1, pp. 4-27.

Technology and Equipment

Overhead projector

CD player

Computer

Websites

<http://www.frenchprovinces.com>

Sequence of Activities

1. Students brainstorm regions in the United States and discuss regional differences that a tourist would find interesting.
2. Students review French geography and provinces using a transparency of a map of France.
3. Working with a partner, students locate French provinces on unlabeled maps of France before the teacher identifies the provinces on an overhead transparency.
4. Students listen to a selection entitled *Les retrouvailles*, which discusses French students meeting after their summer holidays (*Allez, viens! Level 3* pp. 6-7).
5. Students read *Les retrouvailles* and locate vacation spots on map. Students answer comprehension questions from reading (*Allez, viens! Level 3* p. 8).
6. Students use the reading to discuss personal choices of what students would like to visit in France and why.
7. Students discuss traditional clothing found in various French regions (*Allez, viens! Level 3*; cultural note p. 8) Students also look at pictures from book and from teacher's photos from travels.
8. Students begin Internet research of provinces, looking at other differences including cuisine.
9. Students review formation of the passé composé (*Allez, viens! Level 3*, p. 11 + teacher transparencies). Students practice formation of the passé composé on the white board.
10. Students engage in passé composé pingpong-game. Students serve infinitives & pronouns to opposing team members and gain points if their opponents answer incorrectly.
11. Students complete written exercises to practice the passé composé (grammar exercises from *Allez, viens! Level 3*).
12. Students are given an imaginary vacation spot in the United States. They must describe to a partner what they saw and did at that vacation spot. The partner tries to guess the vacation site.
13. The teacher introduces vocabulary to greet and renew old acquaintances and inquire about vacations (*Allez, viens! Level 3*, pp. 9-10).
14. Students look at pictures about vacations and recreate conversations about students' vacations (*Allez, viens! Level 3*, Activity 11, p.10).
15. Students listen to people discuss their vacation and decide whether the vacation was good or bad (*Allez, viens! Level 3*, Listening Activity 10. p. 10).
16. Students complete written practice exercises from the text to review greetings and inquiring about vacations.
17. Students review question words and practice exchanging information using the past tense (Examples: Where did you stay? I stayed at the Hotel ...).
18. Students work in teams and play "Concentration." One student from each team tries to find questions and answers that go together.
19. Students interview a partner about his/her vacation to find out important information about location, weather, transportation, travel companions, etc.
20. Students complete a listening exercise from *Allez, viens! Level 3*, p. 13 in order to identify the vacation picture.
22. Students complete a journal writing assignment that describes what type of vacation he/she likes or dislikes and explains his/her preferences.

Week 3

Functions

Narrating in the past
Exchanging information

Vocabulary

Food vocabulary for French regional cuisine
Travel vocabulary

Grammar

Imperfect and passé composé

Culture

Regions of France and their food specialties

Materials

Student textbook: *Allez, viens! Level 3* Fort Worth: Holt, Rinehart and Winston, 1996
Postcards

Sequence of Activities

1. Students review the use of the imperfect and the difference between imperfect and the passé composé.
2. Using information from the research about an individual province, students write a post card describing their trip to France. The postcard must include descriptions of food specialties of the region as well as the use of passé composé vs. imperfect.

Week 4

Functions

Reading recipes
Giving instructions

Vocabulary

Food vocabulary, vocabulary for preparing food

Grammar

Commands as found in recipes

Culture

French regional cuisine
Metric measurements

Materials

French cookbooks and recipes

Technology and Equipment

Computer with Internet access

Websites

Websites containing French recipes and information about French regional cuisine

Sequence of Activities

1. Students review food and table vocabulary from French I & II including items such as cups, spoons, milk, sugar.
2. Teacher presents additional cuisine-related vocabulary from *Allez, viens 1-2* and food specialties from the various regions of France.
3. Students use French cuisine web sites and French cookbooks to find three regional recipes from the province assigned to them. Students make copies for the class cookbook and choose 10 specific vocabulary words that are important to the understanding of the recipe.
If the recipe is in English, students translate the important vocabulary into French. Students must include special ingredients, measurements and verbs associated with the cooking/baking process. Then students must present their vocabulary list to the entire class.
4. The teacher chooses a variety of the most widely used expressions for class vocabulary review: i.e., to mix, grated, garlic.
5. Students discuss French/English cuisine cognates found during the research as well as cultural food-related differences between the French and American cuisine. The “Worldly Math” class helps students make conversions between the metric and English system of measurements.

Week 5**Functions**

Giving instructions

Vocabulary

Food vocabulary, vocabulary for preparing food

Grammar

Past infinitive

Present participle with *en*

Culture

French regional cuisine

Materials

Food for preparing the recipe
Cooking utensils
Stove or microwave

Sequence of activities

1. Students review the use of the imperative (commands) and infinitive forms to provide instructions: to bake a cake, to mix
2. Teacher introduces the use of the past infinitive with *après* as in after having finished and the present participle with *en* (while stirring).
3. Students review phrases to express sequencing of activities: first, after, then, nexts.
4. Using a traditional French recipe, the teacher models a cooking demonstration using a variety of cuisine vocabulary and command forms; students taste the dish after the demonstration of foods such as *Croque Monsieur*, *cassoulet*, *boeuf bourguignon*.
5. The teacher presents the rubric for the student oral presentation and reviews the vocabulary used in the demonstration speech.
6. Students begin to write scripts for their own presentation. The students have the choice of presenting in class or on video. Taping at home helps with authenticity and convenience. Students who tape at home are able to show the class every step of the recipe, are able to incorporate more props, and can choose more difficult recipes to prepare.

Week 6

Functions

Giving instructions
Commenting on food

Vocabulary

Food vocabulary, vocabulary for preparing food

Grammar

Commands

Culture

French regional cuisine

Materials

Food for preparing the recipe
Cooking utensils
Stove or microwave

Technology and Equipment

Video camera
VCR + TV monitor

Sequence of activities

1. The students present their demonstration speeches while other students fill out listening forms. These forms include evaluating the use of cuisine-related vocabulary, general understanding, and variety of verb forms.
2. Each day students sample the dishes. This scenario is highly motivating for students and is a very effective way to occupy class time before an important vacation period such as Christmas. Students love experiencing the variety of food.

Week 7**Functions**

Giving instructions
Commenting on food

Vocabulary

Food vocabulary, vocabulary for preparing food

Grammar

Infinitive, past infinitive

Culture

French regional cuisine

Materials

Food for preparing the recipe
Cooking utensils
Stove or microwave

Technology and Equipment

Video camera
VCR + TV monitor

Sequence of activities

1. Students complete their cooking demonstrations.
2. Students review cuisine-related vocabulary and the various verb forms.
3. Teacher gives final exam over the vocabulary, the use of the infinitive/past infinitive.
4. Students assemble the French cookbooks which make nice Christmas or end-of-the-year gifts.

III: ASSESSMENT PLAN

Narrative

During the course of this learning scenario, there are a variety of assessments. At the beginning of the scenario, the teacher gives a cultural quiz over the provinces, their locations, and their food specialties. The teacher also gives a review quiz over the use of the passé composé, the imperfect, and the difference between the two of them. The Chapter 1 series test includes vocabulary about travel and inquiring about vacations

Students are evaluated on the postcard that they write; the teacher gives credit for the first draft and a grade for the final card. The postcard rubric includes the use of the passé composé, vocabulary to inquire about someone's vacation, some cultural references about the provinces, and a typical postcard picture of the region.

Students receive oral participation points for their classroom use of the target language. Using the cuisine vocabulary that the students present to the class, the teacher and students decide on the most useful for a vocabulary quiz. A quiz over explanatory expressions includes the use of the infinitive, the imperative, the present participle, the past infinitive, and connective words to explain a process. The final assessment is the cooking presentation.

Regional French Cuisine: Oral Rubric			
Criteria	Beginner chef 1 point	Ready for local restaurant 3 points	Julia Child Show 5 points
Comprehensibility	Presentation barely comprehensible	Presentation comprehensible, requiring minimal interpretation; some clarification necessary	Presentation requires no interpretation on the part of the listener; no clarifications needed.
Vocabulary Use	Very limited explanation and vocabulary; repetitive.	Includes some variety of cuisine-related and explanatory expressions	Excellent variety of cuisine-related vocabulary and explanatory expressions (use of imperative, infinitive, past infinitive, present participle)
Pronunciation and Intonation	Poor pronunciation interferes with being understood	Frequent mispronunciation causes some difficulty	Uses language confidently and with ease; pronunciation and intonation easily understandable to a native speaker
Completion of Task and Creativity	Presentation includes a French dish with no extra creative aspects	Presentation includes an authentic regional French specialty and some creative aspects	Presentation includes an authentic regional French specialty; very original and culturally appropriate; includes props, music, costumes
Total = _____ / 20 points			



How to Get There / Comment y aller?

Mary Webster
Romeo High School
Romeo, MI

SCENARIO PROFILE

Language	French
Grade Level	High School, Level I
General Proficiency Level	Novice
Duration of Scenario	Twenty 50-minute class sessions

I: SCENARIO COMPONENTS

DESCRIPTION

Students in Level I French study the geography of France and learn to use the train, the *RER*, and the *métro* to travel around the country and within Paris and its suburbs. In this scenario, students are introduced to the major geographical features and regions of France, learn specific vocabulary for planning a trip by train, and learn how to ask for and give directions for taking the *métro* between two points of interest in Paris. Students then plan a trip between two points of interest in France. The plan must incorporate schedules and ticket prices for at least two modes of public transportation as well as information about points of interest and hotel accommodations in each of the two cities to be visited. Students present their travel plans in one of the following ways: 1) a 5-6 minute reenactment of an imaginary trip, 2) a video reenactment of an imaginary trip, 3) a video advertisement for an upcoming trip, 4) a travel brochure and oral advertisement/promotion for an up-coming trip, or 5) a PowerPoint presentation.

LESSON PLAN OBJECTIVES

- Students recognize and locate the cities of *Paris, Bordeaux, Lyon, Marseille, Strasbourg,* and *Nice*. (Week 1)
- Student recognize and locate the major geographical features, including *le Massif Central, les Pyrénées, les Alpes, la Seine, la Loire, le Rhin* and *le Rhône* rivers, as well as countries which share a border with France. (Week 1)
- Students use travel vocabulary to describe train travel in France and to relate a story about a real or imagined trip by train. (Week 1)
- Students fill in prices and arrival and departure times on a train schedule based on information from taped announcements. (Week 2)
- Students mark on a map of France the itinerary for a trip using the French rail system. (Week 2)
- Students use regular *-re* verbs to describe the process of taking the train. (Week 2)
- Students select destinations for their final project. (Week 2)

- Students read a French train schedule and select appropriate information for their final project. (Week 2)
- Students ask for and state relative locations. (Week 3)
- Students ask for and give directions. (Week 3)
- Students explain in French how to use the *RER* and *Paris métro* system. (Week 3)
- Students edit their work and present their PowerPoint presentations, videos, dialogues or advertisements to their classmates in French. (Week 4)

ASSESSMENT ELEMENTS

- ✓ Rubric for Oral Participation Grade
- ✓ Rubric for Dialogue and Role-play Activities
- ✓ Rubric for Project Preparation Grade
- ✓ Rubric for Project Presentation Grade

STANDARDS

1.1 Interpersonal Communication

- Students ask about and state opinions of places of personal interest in Paris.
- Students ask and answer questions in order to explain how to use the Paris *métro* system.
- Students ask and answer questions about a real or imagined trip by train.
- Students exchange information about places they have visited and share plans for real or imagined future travel using questions like: *Où voulez-vous aller pendant les vacances?*, *Quand est-ce que votre train arrive?*, *Combien coûtent les billets?*
- Students role-play scenes in a train station either among travelers or between a traveler and a ticket agent.
- Students ask and answer questions about ticket prices and arrival and departure times.

1.2 Interpretive Communication

- Students listen to descriptions of activities and features of a train station and announcements that might be heard in a train station.
- Students listen to teacher-led presentations about a real or imagined travel experience, about regions and geographical features of France, on how to read a train schedule, on the relative location of monuments and points of interest in and around Paris, and on the steps in taking the *métro*.
- Students listen and mark maps, fill in information about arrivals, departures, and destinations on a train schedule, trace routes among cities in France and follow directions from one point of interest to another within the city of Paris.

1.3 Presentational Communication

- Students tell a story about a real or imagined travel experience.
- Students write a paragraph of at least six sentences telling how to take a train trip.
- Students give directions from one point of interest to another using the Paris *métro*.
- Students present role-plays in which a) they ask for and state the relative location of sites in and around Paris, b) they ask for and give directions to these points of interest and c) they plan an excursion using the *métro* or *RER* to visit points of interest.
- Students present travel and cultural information on cities in France to their classmates using PowerPoint, an original video or dialogue, a travel brochure and advertisement, or a live *publicité*.

2.1 Practices of Culture

- Students discover through their research how to use trains and public transportation in France, the relationship between dollars and euros, and approximate prices for different forms of public transportation.

2.2 Products of Culture

- Students learn about the geography of France and about monuments and points of historical interest.
- Students learn about the Paris *métro* system, the *RER*, the *SNCF* and network of trains in France.
- Students use euros, train schedules, train tickets, and *métro* tickets and learn about ticket options (*carnet*, *Carte orange*).
- Students learn about the layout, design, and features of small hotels in France and about the Michelin rating system.

3.1 Making Connections

- Students further their knowledge of geography and the humanities by researching architecture, monuments, buildings, and historical points of interest in French cities and regions of their choice.
- Students further their knowledge of math by converting prices from euros to dollars, computing costs of their trip, and calculating distances in miles and kilometers.

3.2 Acquiring Information

- Students use the Internet to gain information about geography, transportation, hotels, and points of interest in France.
- Students understand the relationship between dollars and euros.
- Students learn to use a variety of systems of public transportation.

4.1 Comparing Languages

- Students compare three different ways to form questions in French (intonation, *est-ce que*, and inversion), noting the differences in frequency of use and register and comparing this with levels of formality in English.
- Students compare the level of formality of different ways of giving directions, noting the use of the imperative mood.
- Students compare the English expression “*Go straight ahead.*” with the French expression “*Allez tout droit.*” (“Follow the main road at a fork or intersection even when the road bends and curves.”)

4.2 Comparing Cultures

- Students compare the French use of public transportation with our American reverence for independent travel and compare the availability of public transportation in major French cities with public transportation systems in the United States and in small French cities or villages.
- Students discuss whether the train, the *RER*, or the *métro* would offer the best means of transportation to travel to each destination.
- Students compare the size and diversity of geographical and natural features in France with that of the United States.

- Students compare the rectilinear design of most American cities with the wheel design of most French cities and towns.
- Students discover differences between small French and American hotels, including the size of the rooms, use of *minuteries*, and pricing with and without breakfast.

5.1 School and Community

- Students present their projects to the adults and students who will be traveling to France with the summer travel program.

II: LESSON PLANS

Week One

Functions

Asking for information

Giving information

Vocabulary

Numbers 0-100

Telling time using the 12- and 24-hour system

À la gare:

un haut-parleur, un guichet, la salle d'attente, un billet aller-retour, un aller simple, composer son billet, la consigne automatique, le kiosque, vérifier le billet, une couchette, un lit, la gare, debout, assis

À l'aéroport:

la ceinture de sécurité, le billet, l'enregistrement des bagages, la douane, la porte d'embarquement, le guichet

Grammar

Question formation with inversion, *est-ce que*, intonation and specific question words.

Culture

Perspectives and Practices

Students learn about public transportation in France.

Students calculate distances between points of interest in miles and kilometers.

Products and Perspectives

Students handle train tickets and schedules, look at photographs of train stations, and become familiar with geographical features and cities of France.

Materials

Map of France

Student copies of maps of France

Interior and exterior views of trains and train stations on transparency or in photographs

Teacher-prepared scripts about a real or imagined train trip

Teacher-prepared scripts about the regions and geographical features of France

Bienvenue, Glencoe, McGraw Hill Publishing

Technology and Equipment

Overhead projector

Tape recorder

Computer

Internet access

Web sites

French yahoo sites for train schedules and French tourism:

<http://www.cortland.edu/flteach/civ/Voyage/voyage.htm>

<http://www.cortland.edu/flteach/civ/vacance/vacan.htm>

<http://www.cortland.edu/flteach/civ/transport/transp.htm>

<http://www.sncf.com/>

http://www.pagesjaunes.fr/wjpm_pages_jaunes.cgi?

http://www.eaglequest.com/~bwebster/metro_ma.jpg

<http://www.paris.org/parisF.html>

Sequence of Activities

1. The teacher and the students role-play what train or airline personnel might say in welcoming passengers aboard.
2. Student listen as the teacher describes activities and points out features of a train station using photos or transparencies and the vocabulary listed above.
3. Students answer multiple choice, true-false and personal open-ended questions about train travel.
4. Students listen to a teacher-led story about a real or imagined travel experience.
5. Students answer questions about the story and ask information questions using *qui, où, quand, à quelle heure, qu'est-ce qui, quel*.
6. To a partner, students retell in their own words a story about a real or imagined travel experience.
7. Students clarify details of their partner's story using questions like: *Où voulez-vous / comptez-vous aller pendant les vacances?, Quand est-ce que votre train arrive?, Combien coûtent les billets?*
8. Students listen to a teacher-led presentation about various regions, borders, and geographical features of France.
9. Students a) compare steps in taking an airline flight with steps in taking a train, b) compare the cost in dollars and euros as well as the availability of public transportation, especially trains, in France and in the United States, and c) compare the size and geographical diversity of these two countries.
10. Students use websites to begin collecting information on regions, cities, and points of interest in France and calculating distances between points of interest in miles and kilometers.

Week Two

Functions

Asking for information

Providing information
Sequencing steps in a process

Grammar

Present tense of regular *–re* verbs *attendre, descendre*
Present tense of irregular *–re* verb *prendre*

Culture

Practices and Perspectives

Students become familiar with announcements that might be heard in a French train station.

Products and Perspectives

Students use maps of France to become familiar with cities, regions, and geographical features.

Materials

Student copies of maps of France
Tape of train announcements
Teacher-prepared directions on how to find prices, locations, and arrival and departure times on a printed train schedule
Printed train schedules
Student response sheets (partially completed train schedules) for information gap, small group, and listening activities
Materials for drill-and-practice games (dice, dry erase boards, ...)

Technology and Equipment

Tape recorder
Overhead projector

Sequence of Activities

1. Students review numbers 0 – 100, then use train schedules found on the Internet to practice asking for and stating the prices of a train ticket in euros.
2. Students review how to tell time, then use train schedules found on the Internet to practice asking for and stating arrival and departure times.
3. Using recordings of train station announcements and teacher-prepared materials, students listen to announcements at a train station and fill in missing information on a schedule including destinations and arrival and departure times.
4. Students listen to directions on how to find prices of tickets to specific locations and when trains arrive or depart from certain cities.
5. Students complete information gap activities on ticket prices, destinations, and arrival/departure times and work in groups where certain students have information about ticket prices, destinations, and arrival/departure times and other students must ask questions to find out important information about travel to various cities.
6. Students are given a map of France. The teacher describes a trip on the French rail system using the verbs *prendre, attendre, descendre*. Students mark the trip on their maps.
7. Students play drill-and-practice games using the verbs *prendre, attendre, descendre*.
8. Students use the verbs *prendre, attendre, descendre* to write a paragraph of at least six sentences telling how to take a train trip.

9. Students learn about the French use of public transportation, how it is financed, and how inexpensive and accessible it is.
10. Students use websites to begin collecting information on regions, cities, and points of interest in France.
11. Students work on rough drafts of their final presentations; these are due at the beginning of the fourth week.

Week Three

Functions

Asking for relative location (near to, far from, next to...)

Stating relative location

Asking for directions

Giving directions

Vocabulary

Adverbs of location:

à gauche de, à droite de, près de, loin de, à côté de, en face de

Grammar

Review of contractions (*a + le = au, de + le = du*)

Imperative mood

Culture

Practices and Perspectives of Culture

Students learn to use the RER and the French *métro* system and understand the popularity of public transportation in large French cities.

Products and Perspectives of Culture

Students learn about types of *métro* tickets (*carnet, Carte orange, ...*).

Students use French time schedules and tickets to learn about the public transportation system.

Students learn about hotel sizes and the Michelin rating system.

Students learn about the wheel design of most French cities.

Materials

Transparency of a *métro* map

Student copies of *métro* maps

Taped directions from one place of interest to another in Paris noting *métro* stops and correspondences

Technology and Equipment

Overhead projector

Tape recorder

Sequence of Activities

1. Students listen to a teacher-prepared presentation on the relative location of monuments and points of interest in and around Paris.
2. Students discuss whether the train, the *RER*, or the *métro* would offer the best means of transportation to travel to a variety of destinations.
3. Students listen to a teacher-prepared presentation on the steps in taking the *métro*.
4. Students answer multiple choice, fill-in, and true-false questions on this presentation.
5. Students select places to visit in Paris and describe an appropriate route to their partner; partners must find and mark the route on their copy of the *métro* map.
6. Students role-play scenes in which they ask for and state the relative location of sites in and around Paris and ask for and give directions to these points of interest using the *métro* or *RER*.
7. Students compare the rectilinear design of most American cities with the wheel design of most French cities and towns.
8. Students use hotel rating systems and descriptions to learn about and compare small hotels and hotel chains in the United States and in France, including the size of the rooms, use of *minuterias*, hotel rating systems, and pricing with and without breakfast.
9. Students compare the cost of owning and maintaining a car in France with similar costs in the United States. Students compare the availability of public transportation in major French cities with public transportation systems in the United States and in small French cities or villages.

Week Four

Materials and Technology

Maps of France and other realia
Computers equipped with PowerPoint
Overhead projectors

Sequence of Activities

1. Students conference with the teacher and with each other to revise and edit their final projects.
2. Students present their finished projects to the class.
3. At a later date, students present their projects to the adults and students who will be traveling to France with the summer travel program.

III: ASSESSMENT PLAN

Narrative

Students are assessed 1) on their daily participation and use of French in group activities, 2) on the dialogues and role-plays they present to the class, 3) on their use of class time and timeliness of assignments, and 4) on their final product and presentation. Rubrics used to assess each of these areas are included below.

On-going assessment

Students work in groups and pairs throughout the four weeks of instruction described in this scenario. To assess their daily participation, the teacher observes students' overall attentiveness, effort, and use of French. Daily participation will be graded as follows.

Comment y aller: Oral participation grade			
Criteria	0 points	3 points	5 points
Attentiveness during pair and group activities	Is rarely on-task	Is often on-task	Is always on-task
Use of French during pair and group activities	Speaks English	Usually attempts to speak French, but uses some English	Always speaks French
Total = _____ / 10 points			

Dialogues and Role-plays

The following rubric is used for dialogues and role-playing activities that are presented to an audience of listeners.

Comment y aller: Dialogue and role-play activities			
Criteria	1 point	3 points	5 points
Comprehensibility	Extremely difficult to understand	Understandable, but with errors that interfere with comprehension	Easily understood; teacher does not have to decode what is said
Language Control	Frequent grammatical errors that make speech difficult to understand	Frequent grammatical errors; errors do not interfere with comprehension	Almost flawless presentation; infrequent grammatical errors
Appropriateness of Responses	Responses are inappropriate or illogical	Most responses are logical and appropriate	All answers are logical and appropriate
Amount of communication	Asks or answers 1 or 2 questions; uses only rehearsed vocabulary and formulaic expressions	Asks or answers 3-4 questions; often relies on rehearsed vocabulary and formulaic expressions	Asks or answers more than 5 questions using varied structures and vocabulary; creates with language
Total = _____ / 20 Points			

Project preparation grade

This rubric is used to evaluate students' independent use of class time, use of resources, and timeliness in preparing each element of the project.

Comment y aller: Project preparation grade			
Criteria	0 points ~ 4 points	8 points	10 points
Deadlines	Student rarely meets deadlines	Student sometimes meets deadlines	Student always meets deadlines
Use of class time	Student is not self-directed, wastes time and is off-task during independent work time; student consistently forgets materials	Student is often self-directed and on-task during independent work time; student sometimes brings pertinent materials	Student is always self-directed and remains on-task during independent work time; student comes prepared with all necessary materials
Internet search	Student provides printouts from fewer than 2 websites	Student provides printouts from 2 websites	Student provides printouts from 3 or more websites
Total = _____ / 30 points			

Final Presentation

Students present their work to the class in the form of a skit, video, or PowerPoint presentation. The following rubric is used to assess students' final presentations.

Comment y aller: Project presentation grade			
Criteria			
Fluency	Student relies entirely on notes or reads presentation aloud 4	Student occasionally refers to notes 8	Student delivers a confident presentation without using notes 10
Hotel information	Student provides fewer than 5 pieces of information about one or two hotels 0 4	Student provides 5-7 total pieces of information about two hotels 8	Student provides four pieces of information for two hotels (name, location/address, prices, features = 8 facts) 10
Transportation	Student provides prices OR schedules for one form of transportation 0 4	Student provides prices OR schedules for two forms of transportation OR provides prices AND schedules for one form of transportation 8	Student provides prices AND schedules for two forms of transportation 10
Sites of interest	Student provides information on 1-2 sites of interest 0 10	Student provides information on 3- 4 sites of interest 15	Student provides information on 5 sites of interest 20
Use of visuals	Student uses visuals to describe one of the following: transportation, hotels, or sites of interest. OR does not incorporate visuals 0 4	Student uses appropriate visuals to describe two of the following: transportation, hotels, or sites of interest 8	Student incorporates appropriate visuals for both hotels, all sites of interest, and both means of transportation 10
Persuasiveness	Student stimulates little or no interest in this excursion 0 10	Student piques our interest but does not convince us that this is a 5-star excursion 15	Student presents convincing argument for this tour package 20
Accuracy	Many grammatical mistakes; difficult to comprehend 0 4	Some grammatical errors that do not interfere with comprehension 8	Appropriate use of novice-level structures and vocabulary 10
Pronunciation and Compre-hensibility	Many pronunciation errors; difficult to comprehend 0 4	Several pronunciation errors but still easy to understand 8	Few errors in pronunciation; very comprehensible 10
Total = _____ / 100 points			



A Shopping Trip to Spain

Dawn Anderson
Heritage High School
Saginaw, MI

SCENARIO PROFILE

Language	Spanish
Grade Level	High School, Level III
General Proficiency Level	Novice/Intermediate
Duration of Scenario	Fifteen 60-minute class sessions (3 weeks)

I: SCENARIO COMPONENTS

DESCRIPTION

Students in Level III Spanish learn specific clothing, store location and fashion vocabulary as well as about fashion customs, currency and the shopping practices of members of Spanish-speaking cultures from exchange students in their school. They learn how to describe what people are wearing and how Spanish speakers dress by examining authentic shopping ads from the Internet. Using this vocabulary and the descriptive language learned, they produce a written clothing advertisement or sales flyer as typically found in a Spanish-language newspaper or on the Internet. They create a fashion show for their classmates, in which they model and describe clothing using the vocabulary and expressions learned in the scenario. This fashion show is videotaped and may be shown at parent-teacher conferences.

LESSON PLAN OBJECTIVES

- Students use the clothing, fashion, and accessory vocabulary to produce a written sales flyer for clothing.
- Students understand the fashion and shopping practices of Spanish-speaking countries to discuss their preferences in a role-play about shopping.
- Students use the vocabulary and structures learned to put on a fashion show.

ASSESSMENT ELEMENTS

- ✓ Clothing Advertisement Rubric
- ✓ Fashion Show Rubric

STANDARDS

1.1 Interpersonal Communication

- Students ask each other and foreign exchange students about their clothing preferences and shopping practices.
- Students respond to questions about their own clothing preferences.

- Students ask and answer questions about the price of clothing and the types of clothing worn by members of the target culture.
- Students state their opinions about clothing.

1.2 Interpretive Communication

- Students interpret written language by reading material on Spanish department store web sites.
- Students listen and interpret oral language spoken by native speakers (foreign exchange students) as they discuss clothing and shopping practices of their countries.
- Students listen to a textbook cassette recording of conversations and descriptions about clothing.

1.3 Presentational Communication

- Students write a clothing advertisement / sale flyer using vocabulary learned in class and from the Internet.
- Students present a fashion show to their classmates.

2.1 Practices and Perspectives of Culture

- Students discover through searches of the Internet and through listening to foreign exchange students the shopping practices of Spanish speaking countries.
- Students learn about pricing and sizes of clothing.

2.2 Products and Perspectives of Culture

- Students discover through searches of the Internet and through speaking with foreign exchange students the types of clothing worn in their culture and the current fashion trends of young people in Spanish speaking countries.
- Students learn about currency of the target culture.

3.1 Connections with other disciplines/Reinforcing Knowledge

- Students use math to calculate currency and exchange rates of Spanish-speaking countries and make a clothing sale flyer in which they price items using the current exchange rate of Spain.
- Students learn about advertising and formatting style in Spanish-language display ads and sale flyers?

3.2 Connections with other cultures/Gaining New Knowledge

- Students understand the relationship between dollars and euros.

4.1 Comparing Languages

- Students ask and answer questions about famous francophone or German-speaking individuals.
- Students compare how the Spanish and English languages differ with regard to marking nouns for gender and number e.g., *los pantalones*.
- Students compare how the Spanish and English languages differ with regard to adjectives and nouns agreeing with each other for gender and number, *los pantalones verdes*.

4.2 Comparing Cultures

- Students compare the Spanish custom of shopping in speciality stores with the American preference for shopping in department stores.
- Students compare the Spanish preference for negotiating prices versus the American aversion to price negotiation.
- Students compare and contrast the clothing and shopping practices and fashion trends of the U.S. and other Spanish speaking countries by making a triple Venn diagram during the presentations of the foreign exchange students.

5.1 School and Community

- Students share their projects in a videotaped format with parents, other classes at the school, with middle or elementary students and with the native speakers who participated in the activity.

II: LESSON PLANS

Functions

Describing clothing and accessory items

Using politeness and interactive language appropriately when shopping for clothing in a Spanish-speaking country

Asking for sizes, colors, and prices of clothing items

Stating preferences

Asking for and providing information

Vocabulary

The vocabulary for this learning scenario is located in *Spanish for Mastery 3: Situaciones* by Valette and Valette, pp. 250-253 and 256-258.

Ropa:

el chaleco, el traje, el suéter, el impermeable, el abrigo, el cuello, el bolsillo, la manga, el botón, el puño, la camisa, de manga corta, de manga larga, la camiseta, el pantalón corto, los calcetines, la ropa interior, la falda, la blusa, el vestido, el traje de baño, las medias

Artículos personales:

el pañuelo, la bufanda, el cinturón, la hebilla, la boina, la gorra, los guantes, el paraguas, la cadena, la medalla, el collar, el anillo, la pulsera, los aretes, el llavero, la bolsa, la billetera, el portamonedas, las gafas de sol, el vestido, el traje de baño, las medias,

Zapatos:

los zapatos bajos, los zapatos de tacón, los zapatos de tenis, las pantuflas, las sandalias, las botas,

Diseño:

a rayas, a cuadros, de bolitas, de florecitas, de un solo color, estampada,

Tela:

el algodón, el cuero, la lana, el lino, el nilón, la pana, la piel, el poliéster, la seda, el terciopelo,

Tiendas:

el almacén, el centro comercial, el mercado al aire libre, la tienda de lujo, la tienda de moda, la tienda de liquidaciones,

En la tienda:

la ganga, el mostrador, el precio, la talla, la vitrina, Quiero comprar..., Me queda bien. , Me queda grande. , Me queda largo. , Me queda ancho. , Me queda flojo. , Me queda chico. , Me queda corto., Me queda estrecho. , Me queda apretado.

Grammar

Noun gender

Noun-adjective agreement

Commands using the imperative (Review)

Verb tenses: present, present continuous, future (Review)

Culture

Products and Perspectives

Students view pictures and authentic examples of clothing of Spanish-speaking countries and compare these with clothing articles in their culture.

Students handle or view currency of Spain and the European Union.

Practices and Perspectives

Students learn the shopping customs of Spanish-speaking countries and compare these with their own culture.

Perspective: Students learn about the specific viewpoints of foreign exchange students with regard to shopping and clothing.

Distribution: This unit and these cultural discussions target young people of high school level.

Materials

Textbook: *Spanish for Mastery 3: Situaciones* by Valette and Valette, D.C Heath and Company, 1994

Spanish for Mastery 3: Situaciones Workbook and Listening Cassette by Valette and Valette, D.C Heath and Company, 1994

Clothing pictures from Spanish-language and US magazines and from the internet

Flash cards of clothing

Transparencies of clothing and shopping scenarios

Real clothing and accessories

Technology and Equipment

Overhead projector

Tape recorder /CD player

Computers with Internet access

Video camera

VCR + television monitor

Websites

<http://www.parafine.com>

<http://www.mango.es>

<http://www.hyphop.com>
<http://www.theone.com.mx>

Sequence of Activities

Week 1

1. Teacher introduces clothing vocabulary found in *Spanish for Mastery*, pp. 250-253 (listed above). Students listen and repeat the pronunciation of the new vocabulary.
2. Students practice the new vocabulary by describing what they would wear at various locations such as a ski resort or the beach, as found in exercises 1-3 from *Spanish for Mastery*, pp. 253-254.
3. Students play a game by writing descriptions of the clothing they are wearing and the class guesses who each student is.
4. Students read a story utilizing the new vocabulary (*Spanish for Mastery*, pp. 246-249) and answer content questions in writing or orally about what a man and his wife are going to wear for an elegant party.
5. Students complete an information gap activity in which each student has to ask the other clothing questions using a picture sheet from *Voces y vistas* from Scott Foresman and Co., 1989.
6. Students listen to conversations and choose the appropriate clothing item for each situation. (Unit 9 *Spanish for Mastery* cassette.)
7. Students review vocabulary with magazine pictures, flash cards and games, such as “fly-swatter,” Bingo, Pictionary.
8. Students take a quiz covering the clothing vocabulary. Students identify clothing pictures and provide vocabulary translations from Spanish to English and English to Spanish.

Week 2

1. The teacher introduces additional clothing/store vocabulary found in *Spanish for Mastery*, pp. 256-258 (see above list).
2. Students practice the new vocabulary with each other by asking and answering shopping questions and describing how clothing fits people in textbook pictures by completing exercises 4-5 *Spanish for Mastery* pp. 258-259.
3. Students listen to mini-dialogues and answer questions about them. (Unit 9 *Spanish for Mastery* cassette).
4. Students search web sites of Spanish department stores and look for information on clothing items and prices to complete a workshop on clothing.
5. The teacher explains how Spanish sales flyers utilize the imperative to attract the attention of readers and motivate them to purchase clothing.
6. Students complete a clothing ad project in which they create a clothing sale flyer for an imaginary Spanish store using the online catalogs they have referenced in their Internet lesson
7. International exchange students from Spanish-speaking countries visit the class and discuss clothing trends and shopping customs of the places in which they live.
8. Students complete a Venn diagram during the discussion in which they cite comparisons and differences between the U.S. and the countries of the international exchange students.

Week 3

1. Students review the second set of clothing/store vocabulary with magazine pictures, flash cards and games such as fly-swatters, Bingo, Pictionary.
2. Students take a quiz over the second set of vocabulary in which they are asked to translate the vocabulary from Spanish to English and English to Spanish as well as match meanings with the appropriate definitions.
3. Students practice vocabulary with paired conversations in which they role-play shopping situations.
4. As a final culminating project, students practice and present the Presentación de Modelos (Fashion Show), in which they model clothing on a “runway” while other students narrate descriptions of what they are wearing.

III: ASSESSMENT PLAN**Narrative**

Students are assessed in this learning scenario in the following ways:

- Two vocabulary quizzes are given. These quizzes require students to be able to correctly identify and label clothing and store words studied in class. Students are given pictures of clothing to label, and must be able to use correct vocabulary for clothing words from English to Spanish and Spanish to English.
- Students are required to complete a Venn Diagram in Spanish to demonstrate their knowledge of the cultural clothing/shopping differences between the U.S. and Spanish-speaking countries.
- Students make a sales flyer for an imaginary Spanish department store.
- Students present a fashion show in which they model clothing while other students narrate descriptions to the class.

Clothing Advertisement

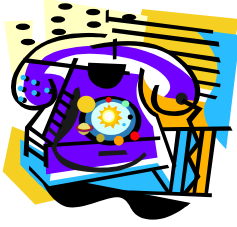
Students' advertisements are graded using the following rubric.

A Shopping Trip to Spain: Clothing Advertisement Scoring Rubric			
Criteria	"Blue Light Special" 1 point – below average	"J.C. Penney Gem" 3 points – good	"Versace Classic" 5 points – excellent
Content/Vocabulary Accuracy	Limited use of vocabulary, many inaccurate clothing descriptions, item pricing is unrealistic, contains many errors and does not reflect the current exchange rate	Basic use of vocabulary, some inaccurate clothing descriptions, item pricing is realistic, contains some errors, but does reflect the current exchange rate	Varied use of vocabulary, few inaccurate clothing descriptions, item pricing is realistic, contains very few errors and accurately reflects the current exchange rate
Linguistic Accuracy	Ad contains many adjective agreement errors, conjugation errors, and/or spelling errors that impede the understanding of the reader	Ad contains some agreement, conjugation, or spelling errors but does not interfere with the understanding of the reader	Ad contains few agreement, conjugation or spelling errors and is easily understood by the reader
Visuals	Visuals do not match the clothing items described, or may be in black and white	Visuals match the clothing items described most of the time and are in color	Visuals match the clothing item described and are colorful and attractive
Internet Resources	Used one on-line catalog web site as a resource	Used two on-line catalog web sites as resources	Used three on-line web sites as resources
Total = _____ / 20 points			

Fashion Shows

Students' fashion shows are graded using the following rubric.

A Shopping Trip to Spain: Fashion Show Scoring Rubric			
Criteria	Needs more rehearsal 1 point — below average	Roll out the red carpet! 3 points — good	Ready for the Academy Awards! 5 points — excellent
Preparation	No written evidence of pre-planning submitted	List of brainstormed ideas and props submitted	Brainstorming list, fashion show line-up, list of props and clothing descriptions submitted
Visuals/Props/Creativity of Presentation	No visuals or props used; basic performance with no creative additions to original assignment	Limited visuals and props used; expanded performance, with some creative additions to original assignment	Extensive visuals and props used; expanded performance, with many creative additions to original assignment
Use of Vocabulary	Little or no descriptions of clothing given; many vocabulary words used incorrectly	Some descriptions of clothing given; some vocabulary words used incorrectly	Many descriptions of clothing given; all vocabulary words are used correctly
Accuracy of Language	Many grammatical and pronunciation errors in the narration make comprehension difficult for the audience	Some grammatical and pronunciation errors, but narration can be understood by the audience	Few grammatical and pronunciation errors; narration is easily understood by the audience
Total = _____ / 20 points			



The Local Spanish-Speaking Community

Jennie Frazier
East Grand Rapids High School
Grand Rapids, MI

SCENARIO PROFILE

Language	Spanish
Grade Level	High School, Level IV
General Proficiency Level	Intermediate
Duration of Scenario	Fifteen to twenty 50-minute class sessions

I: SCENARIO COMPONENTS

DESCRIPTION

Becoming involved in the local Spanish-speaking community is an effective way for students to use their language skills beyond the school setting. Students begin by reading the local Spanish-language newspapers to become familiar with products and services that are provided by the local Hispanic community. They also visit web sites of those businesses if available. The students then determine what products or services they would be interested in purchasing. The students create a telephone interview questionnaire that inquires further details about the local business. They inquire about the details of the products and services, the location and hours of the business, and any other pertinent information that would be relevant for customers wishing to purchase the goods or services of the business. Students visit the business and take photos of the building and products offered. With this information, the student makes a web page that includes photos of the business and its products, directions for locating the business, and complete information about the products or services available at the business. This information can be used in the future as a resource by students who would like to purchase products or services that are available at these local businesses. The local businesses are notified of the web site so that they may also use it as a resource.

LESSON PLAN OBJECTIVES

- By using a local Spanish-language newspaper, students identify names of local Spanish-speaking businesses. (Lesson 1)
- Students record information about local Spanish-speaking businesses from a local Spanish-language newspaper that includes the name of business, address, phone number and contact person. (Lesson 1)
- Students identify and describe local businesses and their products and services by using the present, present progressive, and present perfect tenses. (Lesson 2)

- Students form questions about current local events. Students read local newspaper to become acquainted with current local issues in the Spanish-speaking community. (Lesson 3)
- Students learn to circumlocute in order to talk about businesses even if they do not have the specific vocabulary word(s) needed. (Lesson 4)
- Students use courtesy expressions in interactive situations. (Lesson 4)
- Students identify and describe different stages of cultural sensitivity. Students use idiomatic expressions in their descriptions. (Lesson 5)
- Students ask for, receive and clarify directions. (Lesson 6)
- Students provide directions when requested. (Lesson 6)
- Students interview local Spanish-speaking employee by telephone to obtain information about local Spanish-speaking business services and/or products. (Lesson 7)
- Students present information using the conditional. (Lesson 8)
- Students create a web page to present information about a local Spanish-speaking business listing the services and products offered by the business. (Lesson 9)
- Students reflect about their impressions and their role in the local Spanish-speaking community (Lesson 10)

ASSESSMENT ELEMENTS

- ✓ Rubric for Business Telephone Call
- ✓ Rubric for Involvement in the Local Spanish-Speaking Community

STANDARDS

1.1 Interpersonal Communication

- Students share information about the local Spanish-speaking community with partners and the entire class.
- Students conduct interviews with Hispanic persons from the local community in Spanish.
- Students describe a business and their partner will guess which business is being described.

1.2 Interpretive Communication

- Students read the local Spanish-language newspaper to identify local Spanish-speaking businesses and to obtain information about the businesses.
- Students read the local Spanish-language newspaper to obtain information about current issues affecting the Hispanic community.

1.3 Presentational Communication

- Students present information about a local Spanish-speaking business on a web page that they create; the web page lists products or services offered by the local Hispanic community.

2.1 Practices and Perspectives of Culture

- Students learn about business practices of the Hispanics in the U.S.

2.2 Products and Perspectives of Culture

— Students learn about products and services sold in Hispanic businesses in the U.S.

3.1 Reinforcing Knowledge

— Students reinforce their knowledge of business and economics through contact with Hispanic businesses.

3.2 Acquiring New Knowledge

— Students learn new information about their city/town and its demographics through interviews with local business persons.

4.1 Comparing Languages

— Students compare business language in English and Spanish.

4.2 Comparing Cultures

— Students compare the types of businesses, products, and services in the Hispanic community with those in non-Hispanic communities.

5.1 School and Community

— Students contact local Hispanic businesses and interview them about their products and services

5.2 Lifelong Learning

— After the course is completed, students can use the web pages for purchasing products and services from the Hispanic community

II: LESSON PLANS

Lesson 1

Functions

Listing and naming local businesses; describing local businesses

Vocabulary

Names of people and businesses

Business vocabulary:

el restaurante, el abogado, la joyería, la panadería, el periódico, el hospital, la clínica, la oficina, la discoteca, el negocio, el supermercado

Materials

Local Spanish-language newspaper (on-line or hard copy)

Subscription form for newspaper (on-line or hard copy)

Map that includes local Hispanic community and community where students reside

Technology and Equipment

Computers with Internet access

Websites

Website for local Spanish-language newspaper: <http://elvoceromi.com>

Sequence of Activities

1. The teacher presents the scenario and expected learning outcomes.
2. Working in pairs students share in Spanish what they already know about local Spanish-speaking community; later the pairs share the information with the whole class.
3. Students fill out a subscription form for a local Spanish-language newspaper either on line or a hard copy. The newspaper is to be delivered to school.
4. Students complete a scavenger hunt of advertisements in the newspaper in order to locate Hispanic businesses where they can buy cars, CDs, food. Students identify the name of the business, its location, and preliminary information about products or services available. Students must also obtain contact information (phone number, e-mail address, address) for a person working in that business; students will later interview this person.

Lesson 2**Functions**

Identifying and listing stores and businesses

Identifying and listing products and services

Describing businesses, products and services

Vocabulary

Stores and businesses

Basic product and service words:

los zapatos, la comida, la ayuda a los enfermos

Grammar

Present tense verbs (stem-changing, present perfect, present progressive)

Materials

Information gathered about local businesses, list of local businesses

Technology and Equipment

Overhead projector

Sequence of Activities

1. Students review present tense verbs. Students brainstorm in pairs and later share with the whole class their previous knowledge about conjugating present tense verbs.
2. Students play Verb Bingo to practice present tense verbs. Students choose nine verbs from a list and conjugating them according to the tense and person indicated by the teacher. The list of infinitives to conjugate includes at least 20 different verbs. The teacher includes verbs that the students need for completing the scenario: *comprar*,

- vender, ayudar.* The teacher then calls out each verb one at a time and the student who first has 5 verbs in a row wins. That student is then the caller for the next game.
3. The students practice using those verbs and tenses by writing descriptions of businesses in the local Spanish-speaking community; students must list the services or products available in the business, its location, and a contact person for the business.
 4. Students are then grouped in pairs. One student shares the information about the business without saying the name of the business. The other student looks at a list of the Spanish-speaking businesses and tries to guess which business their partner is describing. The students then switch roles. Students switch partners several times.
 5. Students are given a discrete item assessment on present tense verbs.

Lesson 3

Functions

Asking and answering questions about current events in the local Spanish-speaking community

Vocabulary

Questions words, vocabulary specific to current events in the local Spanish-speaking community

Grammar

Question formation

Materials

Articles from a newspaper in the local Spanish-speaking community

Technology and Equipment

Computer with Internet access

Websites

Website of local Spanish-language newspaper (<http://www.elvoceromi.com>)

Sequence of Activities

1. Students brainstorm question words and how to form questions.
2. Students practice forming questions by using the local Spanish-language newspaper. In pairs they scan the newspaper and choose an article. They write several questions about the article. They write the answers to these questions on another sheet of paper. They trade articles and questions with another pair of students. Those students read the article, answer the questions and check their answers. This activity is done as an initial activity during several class periods until all students have read and answered all the questions about all the different articles. A class discussion continues with an interaction about the current issues in the Spanish-speaking community.

Lesson 4

Functions

Circumlocuting

Describing items and locations

Vocabulary

Phrases to use for circumlocating:

Es una cosa que..., Es una cosa de madera..., Es un lugar donde...

Courtesy words and phrases such as *gracias, no hay de que*.

Materials

Student-created lists of business-related nouns in English such as telephone, cash register, credit card

Sequence of Activities

1. Students brainstorm a list of phrases and vocabulary to use when describing an item or action when the exact word is not known. The teacher provides additional vocabulary and phrases.
2. Students also brainstorm a list of courtesy words; the teacher provides additional phrases.
3. The students then create a list of 15 business-related words in English. They work with a partner and the partner uses only Spanish to try and guess their word. Students receive points if they guess the word correctly and also if they use courtesy words. The person with the most points at the end of the session wins.

Lesson 5

Functions

Describing actions

Vocabulary

Common sayings:

Cada loco con su tema, La diferencia no vale nada, No conozco ni jota, ¡Qué tontería!, Me lleva bien con ..., Tal vez sí, tal vez no.

Materials

Local newspaper articles on Hispanics

Video of local native speaker describing her community and family activities.

Information on different levels of cultural sensitivity from Bennett, Milton J. 1993.

“Toward Ethnorelativism: A Developmental Model of Intercultural Sensitivity in R. Michael Paige, ed., *Education for the Intercultural Experience*. Yarmouth, ME: Intercultural Press,” pp. 21-71.

Technology and Equipment

VCR and TV monitor

Overhead projector

Websites

Local newspaper website: <http://www.elvoceromi.com>

Sequence of Activities

1. The students receive information about ethnocentric stages of cultural sensitivity and ethnorelative stages. They identify what someone might say at each of these stages for a situation that occurs in a community.
2. The teacher defines idiomatic expressions that would be appropriate to use in the descriptions of each stage of cultural sensitivity.
3. The practice first begins with the students identifying and describing their own cultural practices such as homecoming activities and school traditions. Students discuss impressions that people not from the students' community might have of these same cultural practices. Students are encouraged to use idiomatic expressions in their discussions. Stereotypes about Americans in general are discussed in relation to the work done by Bennett.
4. Students then begin to identify cultural traditions or events in the local Spanish-speaking community. Much of this information is taken from local newspaper articles. They discuss and write about how different people might react in relation to these activities.
5. Students view a video of a native Spanish-speaker who lives in the local community. This person includes information about herself and some of the traditions that are practiced with her family and friends.
6. After viewing the video, students discuss how people at different levels of cultural sensitivity would react to her and to the traditions.
7. Students begin to write and discuss their own initial thoughts and reactions about the local Spanish-speaking community. Their writing includes idiomatic expressions.

Lesson 6

Functions

Asking, providing, and receiving directions

Vocabulary

Asking for directions:

Estoy perdido/a. ¿Dónde queda ...?, ¿Cómo se va a ...?, ¿Vamos bien para ...?, ¿Sabe Ud. dónde está ...?, ¿Disculpe, me puede decir Ud., ...?, ¿Puede Ud. ayudarme?

Prepositions of location:

a la derecha, a la izquierda, al lado de, delante de, derecho, recto, junto a, al norte/este/oeste/sur,

Additional vocabulary:

hasta, después, Van bien., Van mal., No se puede perder, hay que, el cruce, la esquina, el semáforo, la calle, la cuadra, la manzana, el mapa/el plano, bajar por, cruzar, dar vuelta a, seguir, subir por, doblar, encontrarse, tomar, coger

Materials

Transparency with vocabulary for the lesson written on it

Individual size dry erase boards and dry erase markers

Men's ties

Technology and Equipment

Overhead projector

Tape recorder

VCR and TV monitor

Sequence of Activities

1. Students begin by brainstorming their previous knowledge of vocabulary and phrases for giving directions. The teacher then adds additional vocabulary and phrases. Cultural information about giving directions is included such as the fact that in Costa Rica people usually use locations rather than street addresses to give directions.
2. Students review formal commands by using dry erase boards and writing the command that the teacher or other students say in large and then small groups.
3. Students write a sequence of commands and another student who wears a tie (to indicate the formal use of verbs is needed) and act out the sequence of activities.
4. Students practice direction skills by listening to recordings of native speakers giving directions and locating places on a map.
5. Students view a video that shows a driver going from their school to the local Spanish-speaking business community. They follow along on their map and write down the directions the driver follows.
6. A discrete item assessment is given on directional vocabulary and comprehension.

Lesson 7

Functions

Making a business phone call

Discussing services and products provided at businesses

Vocabulary

Phrases for a business phone call:

Bueno, Quisiera hablar con ..., ¿A qué hora se abre su negocio?, ¿Dónde está su negocio?, ¿Qué tipo de producto/servicio ofrece Ud.?, No lo entendí., ¿Podría Ud. repetir, por favor?, ¿Cómo se escribe eso?

Materials

Copy of final evaluation rubric for each student, transparency of rubric, local newspaper, phone books

Technology and Equipment

Telephone, overhead projector, computers with multimedia capabilities, digital camera, tape recorder

Sequence of Activities

1. The students are informed about the culminating performance assessment for making a business telephone call. (See the corresponding rubric in the Assessment Plan.)
2. Students contact a local Spanish-speaking business by telephone to interview a native Spanish-speaking employee about the details of their business' products or services, the location of the business, the hours of availability, and any other pertinent information that would be relevant for customers wishing to purchase the goods or services of the business.
3. Students gather a variety of possibilities of businesses to call from the local Spanish-language newspaper, websites, the telephone book, and any resources that the students might bring themselves.
4. Students brainstorm additional vocabulary and phrases needed to make the telephone calls to gather the required information. The teacher provides additional vocabulary and phrases as needed.
5. The students practice making a variety of phone calls with other students by using initial conversations they create in the classroom. Before the calls are placed, the students review cultural sensitivity issues in relation to how they might feel about calling the businesses as well as how the person at the business might react to their phone call.
6. Students write a questionnaire for their phone call that asks for all of the information needed to complete the requirements for the unit.
7. Students peer edit their phone scripts. The teacher edits their final phone script.
8. The teacher assigns the date for the completion of the phone calls to the business of the student's choice.
9. Students take a digital photo of their business and its products or the services that it provides. Students are encouraged to contact a business that provides products or services that they are interested in purchasing themselves.

Lesson 8

Functions

Describing what might happen in a visit to a business

Materials

Transparency with conditional verb tenses written on it

Technology and Equipment

Overhead projector

Sequence of Activities

1. Students look at several verbs in sentences that have already been conjugated in the conditional form. They work in small groups to form their own rules about how to form the conditional.
2. The teacher then clarifies any questions they have about conjugating the verb tense, how to translate it, and the irregular forms.
3. The students then write a paragraph about a Spanish-speaking business using the conditional. They can write about what they experience (do, see or hear) when they would be at the business.
4. Students are given a discrete item assessment on the conditional verb tense.

Lesson 9

Functions

Describing a service or product

Vocabulary

Computer related vocabulary:

la página web, el teclado, las teclas, la carpeta. imprimir, guardar

Materials

Rubric for final assessment

Technology and Equipment

Computers with Internet access and multimedia capabilities

Place to save and store student work: network, disc, drop-off folder, hard copy

Computer projection system

Scanner

Websites

Search engine (<http://www.pregunta.com>)

Sequence of Activities

1. The students create a web page for the business that they have chosen and are evaluated on it. Students receive the rubric for the final assessment.
2. Students begin by reviewing other web sites of Spanish-speaking businesses that are outside of the local community.
3. Students gather vocabulary, idiomatic expressions and culturally authentic expressions from these sites to include on their web page.
4. The students use search engines to locate Spanish sites that include idiomatic expressions.
5. Students construct their web page according to the rubric requirements.
6. The students present their web pages to the class.

7. The students in the class review all of the student-created web pages and gather information about three additional businesses where they might want to purchase goods or services in the future.

Lesson 10

Functions

Discussing personal feelings

Materials

Completed web page and completed telephone call

Technology and Equipment

Computers with e-mail capability

Sequence of Activities

1. Students debrief about their contacts with their businesses. Their summaries of the contact include cultural sensitivity knowledge. They discuss how they felt about the local Spanish-speaking community before they did the unit of work and their impressions now.
2. Students predict the amount of contact they believe they will have with the local Spanish-speaking community in the future.
3. Students write and send a thank you note via e-mail to the person that they contacted at the business. Attached to the thank-you message is a copy of the web page that the student created.

III: ASSESSMENT PLAN

Students are assessed using a variety of methods during this unit of study. On a daily basis, teacher observation skills and anecdotal records are used to record student growth and areas to be strengthened. Students are given discrete item assessments throughout the unit.

Two rubrics are used to provide students with guidelines for formative and summative performance assessments in the unit. The rubrics are for the assessment of the business telephone call and for student involvement in the local Spanish-speaking community.

The Local Spanish-Speaking Community: Rubric for Business Telephone Call			
Criteria	Need to hire a bilingual secretary to make your call to your favorite business. (1 point – Below Expectations. See teacher to redo project.)	Ready to make conference call with supervisor to your favorite business! (3 points – Good!)	Ready to work for telephone company in Spanish-speaking community! (5 points – Excellent)
Comprehension	Submitted tape recording of telephone call provides little evidence of asking questions and clarifying information about: 1) Product/service provided at local Spanish-speaking business	Submits tape recording of telephone call to provide some evidence of asking questions and clarifying information about: 1) Product/service provided at local Spanish-speaking business 2) Directions to business, hours of availability, and contact person	Submits tape recording of telephone call to provide evidence of asking questions and clarifying information about: 1) Product/service provided at local Spanish-speaking business 2) Directions to business, hours of availability, and contact person 3) One or two other questions to gather further information about business
Vocabulary Use	Uses basic vocabulary terms	Uses a few specialized and precise vocabulary terms	Uses specialized and precise vocabulary terms
Communication Strategies	Simple communication strategies include repeating same question. Communication breakdown may occur.	Able to avoid communication breakdowns with native speaker. Ability to use circumlocution strategies and repeating questions.	Able to sustain an interaction with a native speaker by using a variety of strategies. Able to ask for clarification, use circumlocution and repeat previous questions.
Total = _____ / 20 points			

The Local Spanish-Speaking Community: Involvement in the Local Spanish-Speaking Community			
Criteria	Need to hire a translator to accompany you to Spanish-speaking community. (1 point – Below Expectations. See teacher to redo project.)	Supervised trip to Spanish-speaking community on your schedule! (3 points – Good!)	Ready to participate in Spanish-speaking community! (5 points – Excellent)
Comprehensibility	Reports with little accuracy using sentences to describe some of following: 1) Product/service provided at local Spanish-speaking business	Reports mostly accurately using connected sentences and some paragraphs to describe: 1) Product/service provided at local Spanish-speaking business 2) Directions to business, hours of availability, and contact person	Reports accurately using connected sentences and paragraphs to correctly describe: 1) Product/service provided at local Spanish-speaking business 2) Directions to business, hours of availability, and contact person 3) One or two other questions to gather further information about business
Language Control	Limited accuracy formulating sentences using the present time Inaccurate control when formulating sentences using the imperative and conditional time	Mostly accurate formulating paragraphs or sentences using the present time Emerging control formulating sentences or paragraphs using the imperative and conditional time	Accurately formulates paragraphs using the present time Mostly accurate formulating sentences and paragraphs using the imperative and conditional time
Vocabulary use	Limited vocabulary use. Does not include idiomatic or culturally authentic expressions	Correctly uses basic vocabulary which includes at least on idiomatic or culturally authentic expression	Correctly uses specialized vocabulary which includes idiomatic or culturally authentic expressions
Completion of task	Web design unclear and limited development. Photos not included or unclear	Organized and developed web design that includes: 1) Photo of Spanish-speaking business in local community 2) Photo of product/service	Well-organized and well-developed web design that includes: 1) Clear photo of Spanish-speaking business in local community 2) Clear photo of product/service 3) Slogan or “Jingle” for the product/service being advertised on the web page
Total = _____ / 20 points			



Spanish Art Exhibition

Veronica Johnson
Battle Creek Public Schools
Battle Creek, MI

SCENARIO PROFILE

Language	French
Grade Level	High School, Levels IV and V
General Proficiency Level	Intermediate
Duration of Scenario	Twenty 90-minute class sessions

I: SCENARIO COMPONENTS

DESCRIPTION

Students in Spanish Levels IV and V study works of art from the Spanish-speaking world. After brainstorming the names of artists and works of art from the Spanish-speaking world, the students are placed into one of four groups. Each group must plan a gallery exhibition consisting of six works of art. The gallery exhibition will be created using recorded information and music as an accompaniment to a PowerPoint presentation of the works of art. After students have created their PowerPoint art exhibition accompanied by commentaries and culturally appropriate background music, students create materials to publicize their art exhibition through a press-release, a commercial, or a brochure/flyer. Students present their PowerPoint exhibition at a reception featuring culturally appropriate refreshments.

LESSON PLAN OBJECTIVES

- Working in groups, students choose six works of art and write a 100-word commentary on each in the target language. (Week 1)
- Students produce a PowerPoint gallery exhibition including six works of art, respective commentaries, and culturally appropriate music. (Week 2)
- Each student designs, writes, and plans a promotional product, according to his/her own abilities. The products include a brochure, a press release, a radio or TV commercial. (Week 3)
- Students give their PowerPoint presentations and host a reception. (Week 4)

ASSESSMENT ELEMENTS

- ✓ Rubric for Promotional Materials
- ✓ Rubric to Assess Gallery Exhibition

STANDARDS

1.1 Interpersonal Communication

- Students brainstorm and plan a PowerPoint presentation of a gallery exhibition using the target language.
- Students talk with Spanish-speaking guests at the reception.

1.2 Interpretive Communication

- Students research and interpret information about art from the Spanish-speaking world.

1.3 Presentational Communication

- Students write vignettes about the artists and their works in the target language and record the vignettes.
- Students produce and present a press release, a radio or TV commercial, or a flyer advertising the gallery exhibition.

2.1 Practices and Perspectives of Culture

- Students learn what food and drinks are served in various Spanish-speaking countries.

2.2 Products and Perspectives of Culture

- Students study the major artists and their works of art and learn about the cultural perspectives present in the art.

3.1 Reinforcing Knowledge

- Students reinforce their knowledge of the humanities through the study of art.
- Students reinforce their knowledge of history by researching the works of art.

3.2 Acquiring New Knowledge

- Students learn new information about history and the arts through the study of artists and their works.
- Students listen to music from the Spanish-speaking world and choose appropriate music for their gallery exhibition.
- Students learn about additional works of art by viewing the PowerPoint presentations and listening to commentaries about the art.

4.1 Comparing Languages

- Students compare the way art is described in English and Spanish.

4.2 Comparing Cultures

- Students compare the important artists and their works from the Spanish-speaking world with the important artists and art in U.S. culture.

5.1 School and Community

- Students present their PowerPoint gallery exhibition to family and friends outside the classroom and school.

5.2 Life-long Learning

- Students will use their knowledge and appreciation of the art of the Spanish-speaking world in the future when they visit museums.

II: LESSON PLANS

Week 1

Functions

Describing works of art in the target language

Narrating in the past

Making comparisons

Vocabulary

Words to discuss art:

el sentimiento, la opinión, las fuentes, la inspiración, el énfasis, el fondo, la sombra, el estilo, la selección, el mensaje, el color, la colocación, la exageración, la historia, la interpretación, el comentario, cambiar, colocar, evocar, expresar, pintar, retratar

Grammar

Present tense

Preterite and imperfect tenses

Present perfect tense

Comparisons using *más ...que, menos...que, tan...como*

Materials

Reference works on art and history

Biographical information about artists

Technology and Equipment

Computers with Internet access

Websites

<http://www.unlo.edu/faculty/jmartin/spateachers/artmuse.htm>

<http://www.fsu.edu/-modlang/sp-cai/coursesite/ArtLinks.htm>

http://www.universes-in-universe.de/america/ven/e_mus.htm

http://wwar.com/categories/Online_Exhibitions/Countries/Spain/

Sequence of Activities

1. The teacher gives the following assignment to the students:
The art museum of a major city has commissioned your class to plan, promote, and execute an exhibition featuring art from the Spanish-speaking world. The exhibition must include the following:
 - ❑ PowerPoint presentation of a gallery exhibition consisting of 4 gallery rooms each containing six works of art
 - ❑ Promotional materials consisting of a brochure, a press release or newspaper article, or a radio/TV commercial
 - ❑ An opening of the gallery exhibition with a reception serving culturally authentic food and drinksStudents will be assigned to one of four groups. Each group will work on one of the four gallery rooms which must have a unified theme and feature six works of art. Each work of art must have a commentary. Each group must also provide culturally appropriate music for the gallery.
2. Students brainstorm works of art to include and decide on criteria for inclusion.
3. Students divide the works of art into four groups or categories; the categories may be based on chronology (i.e., 19th century art), theme (i.e., art depicting historical events), or geography (i.e., art from Mexico).
4. The teacher divides the students into four groups.
5. Each group investigates and compiles the above information.
6. Each group decides on 6 works of art and writes a 100-word commentary in Spanish on each work of art.

Week 2

Functions

Describing works of art

Narrating in the past the events in the life of the artist as it relates to the pictures

Comparing artists and works of art

Identifying similarities and differences within the works of art

Vocabulary

Review vocabulary from Week 1

Grammar

Review grammar from Week 1

Materials

Same as Week 1

Technology and Equipment

Audio recorders

Computers with PowerPoint software

LCD projector

Sequence of Activities

1. Students finalize commentaries and check for accuracy
2. Students record the commentaries and the appropriate music
3. Students put works of art in PowerPoint presentation.

Week 3

Functions

Extending an invitation to the reception/premiere of the gallery exhibition
Persuading others to attend their presentations

Vocabulary

Invitation vocabulary:

Es necesario que..., Es mejor que ..., Quiero que vengas/vengan a..., ojalá que + subjunctive

Grammar

Present subjunctive forms and uses
Conditional forms and uses

Materials

Glue, scissors, pictures, clip art, audio and video cassettes, markers, paint, crayons, posterboard

Technology and Equipment

Laptop computer
LCD projector
Video camcorder
Microphones
Audio recorder

Sequence of Activities

1. The teacher divides the class into groups according to the promotional product they intend to create: a flyer, a radio or TV commercial, or a press release.
2. Students create the promotional product. Each group will need at least 3 days to design and create a final promotional product.
3. Teacher reviews the use of subjunctive as it relates to the student promotional products.
4. Students present their final promotional product to the class and to one other Spanish-speaking group.

Week 4

Functions

Greeting others at the reception
Introducing themselves and others at the reception

Vocabulary

Foods served at the reception

Greetings

Introductions

Grammar

Formal and informal greetings

Conditional tense

Materials

Cookbooks

School kitchen

Food

Serving dishes

Tables for serving and eating

Technology and Equipment

Laptop computer

LCD projector + screen

Sequence of activities

1. The teacher views and assesses each gallery exhibition using the rubric. (See Assessment Plan for the rubric.)
2. Students view the PowerPoint presentations and each group self-assesses their gallery exhibition.
3. Students invite another Spanish-speaking group to attend the reception using the promotional materials they designed in Week 3.
4. Students plan the menu of food to be served at the reception. The food must be appropriate for the art displayed.
5. Students prepare the food. Students also set up tables for serving and eating.
6. Students and guests view the PowerPoint presentations.
7. Students serve food to the guests and speak with them using appropriate language.

III: ASSESSMENT PLAN**Narrative**

Throughout the scenario students are assessed on their class participation and daily preparation. Students receive up to 20 points for participation on a daily basis. In addition to the class participation grade, students are also assessed on the following:

Week 1	100-word commentary: 50 points content and 50 points accuracy
Week 2	Individual recording of commentaries: 30 points accuracy, 30 points content, 40 points creativity
Week 3	Assessment of the Promotional Product (See rubric below.)

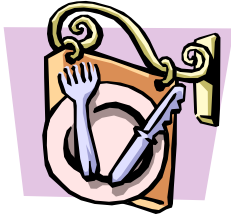
Assessment of Gallery/Exhibition (See rubric below)

The first rubric is designed to assess the promotional materials: a flyer, a press release, or a radio or TV commercial.

Spanish Art Exhibition: Rubric for Promotional Materials			
Criteria	Apprentice 1 pt.	Journeyman 3 pts	Master 5 pts
Creativity	Contains only information; no attention-getting visuals or sounds	Contains information with 2-3 attention-getting visuals or sounds	Contains information and more than 3 attention-getting visuals or sounds
Content	Does not contain all necessary information: date, time, place, description of exhibit	Is missing only one necessary point	Contains all necessary information
Accuracy	More than 8 verb agreement or tense errors	Contains 4-7 errors in verb agreement/tense	Contains fewer than 4 errors in verb/tense agreement.
Persuasiveness	Contains only 1 reason to attend	Gives at least 2 reasons to attend	Gives at least 3 reasons to attend
Total = _____ / 20 points			

The second rubric assesses the PowerPoint presentation of the gallery exhibition

Spanish Art Exhibition: Rubric to Assess Gallery Exhibition			
Criteria	Apprentice	Journeyman	Master
Pictures (30 pts)	0-10 points 6 pictures from minor artists; no variety in type	11-20 points 6 pictures from at least 2 famous artists; indicative of research; little variety	21-30 points 6 pictures representing an interesting (more than 3 different types) collection of famous artists works
Commentary (30 pts)	0-10 points 50 words that describe pictures and significance	11-20 points 75 words that describe pictures, significance, & effect on art	21-30 points 100 words that describe pictures, significance, & effect on art and artist him/herself
Comprehensibility (30 pts)	0-10 points Can only understand 50% of commentary	11-20 points Can understand 75% of commentary	21-30 points Can understand 95-100% of commentary
Music (10 pts)	0-3 points Music chosen distracts from gallery, is absent, or inappropriate	4-7 points Music chosen is appropriate to both pictures & country	8-10 points Music is not only appropriate, but enhances the gallery experience
Total = _____ / 100 points			



At the Restaurant / En el restaurante

Joan Kopper
Albion High School
Albion, MI

SCENARIO PROFILE

Language	Spanish
Grade Level	High School, Level II
General Proficiency Level	Novice
Duration of Scenario	Ten 90-minute class sessions (2 Weeks)

I. SCENARIO COMPONENTS

DESCRIPTION

Students in Level II Spanish study a unit on food. After learning the names of food, students create a menu that includes appetizers, main entrees, desserts, and drinks. The menu will be in Spanish with prices in pesos. The students will use the Internet to research restaurants in Mexico. They take note of the types of food served and the prices. The students also visit the www.yahoo.com money converter to learn to convert dollars to pesos. Each student creates his or her own menu. Each menu is illustrated with visuals, either hand-drawn, computer-generated, or cut out pictures of the restaurant fare. The students present their menus to the class by describing their restaurants, the type of food served, the specialty of the house, and the cost of the food in Spanish.

For the second part of the scenario, the students learn how to order food in a restaurant, how to call a waiter, describe how food tastes, pay the bill and leave a tip if necessary. In groups of three or four students, they role-play a restaurant scene with a waiter and customers. Each group presents its role-play in front of the class. Each role-play includes calling the waiter, ordering food, discussing how the food tastes, solving one problem with the food or service, and paying the bill.

LESSON PLAN OBJECTIVES

- Students are able to identify and use food vocabulary in writing and speaking. (Week 1)
- Students are able to make cultural comparisons about eating customs in the U.S. and Mexico. (Week 1)
- Students are able to order food in a restaurant and make cultural comparisons about restaurant etiquette. (Week 2)

ASSESSMENT ELEMENTS

- ✓ El menú Grading Rubric

STANDARDS

1.1 Interpersonal Communication

- Students practice food and restaurant vocabulary by talking to each other about the eating likes and dislikes.
- Students ask and answer questions about food and prices for food.
- Students role play a scene in a restaurant.
- Students practice ordering food in a restaurant.

1.2 Interpretive Communication

- Students listen to a tape recording of a restaurant scene from the textbook materials
- Students listen to the teacher present the names of various food items.
- Students read Spanish-language menus on-line and in hardcopy.
- Students understand a waiter and a customer in a Mexican restaurant.

1.3 Presentational Communication

- Students write a Spanish-language menu.
- Students present a menu and a restaurant role-play to the class in Spanish in which they order food, discuss prices, discuss the advantages and availability of certain food items on the menu.

2.1 Practices and Perspectives of Culture

- Students learn about eating practices and restaurant etiquette in Spanish-speaking countries.
- Students learn about the monetary systems used in Spanish-speaking countries.
- Students learn about the customs of eating out in Spanish-speaking countries.

2.2 Products and Perspectives of Culture

- Students learn about some typical food dishes in Mexico.
- Students learn about menus in Mexico.
- Students learn about the relationships between dollars and the Mexican peso.

3.1 Reinforcing Knowledge

- Students use math to calculate the exchange rates from dollars to pesos.
- Students use previously learned vocabulary to express likes and dislikes.
- Students use the Internet to research restaurants and menus in Mexico

3.2 Acquiring New Knowledge

- Students learn vocabulary related to food and ordering in a restaurant.
- Students understand the relationship between U.S. and the Mexican peso.
- Students use the Internet to research restaurants and menus in Spanish-speaking countries.

4.1 Comparing Languages

- Students learn about differences in formality between English and Spanish speakers when requesting something of others.

4.2 Comparing Cultures

- Students compare eating customs in the U.S. with those in Spanish-speaking countries.
- Students learn about the types of food eaten, when a particular food is eaten and why it is eaten in Spanish-speaking countries.

II: LESSON PLANS

Week One

Functions

Identifying names of food

Expressing likes and dislikes

Asking and obtaining information

Vocabulary

Food vocabulary:

el desayuno, el almuerzo, la cena, la bebida, la fruta, la banana, la cereza, la fresa, el limón, las uvas, la manzana, el melón, la naranja, la toronja, la pera, la carne, el bife, el jamón, el pavo, el pollo, el tocino, la hamburguesa, el chorizo, el atún, el pescado, el arroz, la ensalada, las legumbres, los frijoles, la lechuga, el maíz, la papa, las papas fritas, el tomate, el postre, el chocolate, el flan, las galletas, el helado, el pastel, la torta, el azúcar, el cereal, el huevo, la mantequilla, el pan, el queso, la sal, la pimienta, la sopa.

Grammar

Review of *gustar* in the present tense

Regular use of question formation and requests

Culture

Products and Perspectives

Students learn about some typical foods in Mexico. They identify foods such as *los frijoles, el arroz, las enchiladas*.

Practices and Perspectives

Students learn about meal times and the custom of sitting down to the main meal as a family.

Materials

Picture flashcards of food

Teacher-prepared vocabulary lists

Plastic food items

Authentic menus

Paper plates, markers, construction paper

Textbook: Humbach, Nancy A., and Oscar Ozete, 1996. *Ven conmigo*, Austin, TX: Holt, Rinehart, and Winston, Inc.

Technology and Equipment

Computers with Internet access and a (color) printer

Website:

<http://www.yahoo.com>

Sequence of Activities

1. The teacher introduces new food vocabulary with pictures and plastic food. Students repeat the pronunciation of the new words.
2. Students practice indicating what foods they like by raising their hand when asked about specific food items: *¿A quién le gusta ...?*
3. The whole discusses in English cultural eating habits in the U.S. Students talk about what they eat, when, and where. Students read and discuss cultural notes about eating habits in Mexico in *Ven Conmigo*, pp. 209, 210, and 214. Students make comparisons highlighting the differences.
4. Working in pairs, students list foods in Spanish that they might eat for breakfast, lunch, or dinner.
5. Working in pairs, students write a list of foods in Spanish for different occasions. Examples: a formal dinner, a snack, a party, and a dessert buffet.
6. Students walk around the room using plastic food to ask each other: *¿Te gusta...?* They switch foods with another student at the teacher's prompt and repeat the activity.
7. With a paper plate and markers, students draw their favorite meal. They discuss their meals with a partner in Spanish. Students review the verb *gustar*.
8. The teacher shows authentic menus to the class and explains the menu project to the class. (See Project Description in Section I.) The authentic menus are from a variety of restaurants collected by the teacher including a menu from a Mayan restaurant and McDonald's. Examples of menus in the textbook can be used also.
9. The teacher explains the mini presentation of the menus. Each student will show his/her menu to the class with a 5-6 sentence narrative in Spanish; the narrative must be memorized. This presentation is not graded. Students receive participation points.
10. In the computer lab students learn to convert dollars to pesos using the Exchange Converter at <http://www.yahoo.com> (Go to Finance, the Currency Converter). At this same site they also visit restaurants in Mexico in order to research authentic menus and take notes for their menus: (Go to Mexico, click on *Gastronomía, Restaurantes, y Empresas*). There is a list of restaurant sites to visit. Each student must visit at least five restaurants. For each restaurant visited, the students list the name, the food they order, and the price if listed. They also take notes to use for their own menu.
11. Students take a teacher-prepared quiz on food vocabulary. Students list foods in Spanish under categories such as fruits and desserts.
12. Students use class time to write their menus, download pictures and lay out the menus.

13. Students present their menus orally to the class. They take a textbook quiz on expressing food preferences.

Week Two

Functions:

Ordering food in a restaurant

Taking an order from a customer

Explaining a problem, and resolving a problem

Vocabulary

Restaurant vocabulary

el cubierto:

el tenedor, el cuchillo, la cuchara, la cucharita, el plato, el vaso, la taza, la servilleta, el camarero, el cliente, el menú, la carta

Ordering:

¿Quieres ver la carta?

Aquí tienes la carta.

¿En qué puedo servirle?

¿Está Ud. listo/a para pedir?

¿Qué quieres comer?

¿Qué recomienda Ud.? Recomiendo ...

La especialidad de la casa

¿Qué le puedo traer?

¿Y para beber (tomar)?

Quisiera...; Déme...; Deseo...; Me gustaría

Buen provecho.

¿Algo más?

Nada más, gracias.

pagar la cuenta

dejar una propina

El servicio va incluido.

Grammar

Simple units of measurement used in restaurants

Review of *estar* to describe foods

Culture

Students learn how to call a waiter and pay for their meal. They learn about what types of food are eaten and at what times of the day.

Materials

Teacher-created vocabulary flash cards with English and Spanish

Overhead projector

Student created menus

Restaurant props such as table, chairs, tablecloth, plastic food, dishes, cups, plastic silverware

Sequence of Activities

1. The teacher introduces and models vocabulary about how to order food in a restaurant, ask for necessary utensils, and pay the check. The teacher gives the students vocabulary on a handout and displays it with the overhead projector.
2. The teacher explains and discusses restaurant etiquette and practices in Mexico in English. The students compare restaurant etiquette in the United States and Mexico.
3. Using the vocabulary phrases introduced above, students gain oral practice by using the new vocabulary and working with a partner to practice ordering food. One student is the client, and one is the waiter. Several pairs model their conversation.
4. The teacher explains the use of *estar* to describe how food tastes. Using vocabulary flash cards, the teacher introduces descriptive vocabulary such as *salado*, *delicioso*, *rico*, *agrio*, *sabroso*, *picante*.
5. In pairs students practice describing how food tastes using plastic food or food picture cards. Items are placed around the room and students move from one to the other and describe how each one tastes.
6. The teacher explains the assignment to role-play a restaurant scene with a waiter and three customers. The teacher explains the grading rubric to students. The teacher divides the class into groups of three or four chosen randomly.
7. Students take a textbook quiz on restaurant vocabulary phrases. The quiz includes a listening activity, cultural questions, and a writing activity in which students complete a conversation between a waiter and a customer.
8. Students work in groups and plan and write their role-plays.
9. Students present memorized role-plays to the class. Role-plays are graded with the rubric when they are performed.

III: ASSESSMENT PLAN

Students are assessed several times during this scenario. They take three quizzes, as checks to ensure that they have the skills needed to complete the menu and the role-play. The first is a teacher prepared vocabulary quiz after week one in which they will list foods of choice in categories such as five fruits; five breakfast foods or five desserts.

The students take two standard textbook quizzes from *Ven conmigo Level 1*, Chapter 8. These quizzes test use of food vocabulary and restaurant phrases.

The menu and role-play are graded with rubrics which are given to the students when the projects are assigned.

En el restaurante: El menú Grading Rubric			
Criteria	Points 1	Points 3	Points 5
Use of Vocabulary	Minimal use of food vocabulary (fewer than 10); few items on the menu; significant spelling errors or English	Food is not categorized correctly; some spelling errors.	Correct use of food vocabulary; spelling is usually correct; foods are categorized correctly
Pricing in Foreign Currency	Missing prices or prices don't logically match items	Some errors in pricing or value assigned	Foods are priced in foreign currency with correct symbols; prices match value.
Use of Illustrations	Fewer than 5 illustrations	5-7 illustrations	Menu is well illustrated with 8-10+ pictures; neatly presented
Creativity	No theme; little or no organization	Menu is generic; food is average in variety and appeal	Type of restaurant and food have a theme
Total = _____ / 20 points			

En el restaurante: Dramatization Grading Rubric			
Criteria	1 Point	3 Points	5 Points
Use of Spanish	Little use of restaurant vocabulary (fewer than 10 items); uses only beginner phrases like <i>sí</i> , <i>hola</i> , and <i>adiós</i>	Uses restaurant vocabulary with some errors; omits one or more of the required components of an authentic restaurant scene	Uses restaurant vocabulary correctly, including calling the waiter, discussing the menu, ordering food, calling for the check, and leaving a tip
Resolving a problem	No problem is presented	There is a problem, but it is not clearly stated or resolved	Problem is clearly stated and resolved
Creativity	Role-play uses no props, has no theme or story line	Role-play meets minimal requirements, but is not interesting. Minimal use of props	Role-play is interesting, fun, and has a plot or theme; props are used well
Comprehensibility	Poor pronunciation or mumbling so as not to be understood; breaks in language patterns; it does not sound natural.	Some pronunciation errors; voice quality is not expressive but audible	Good pronunciation; voice expresses pleasure and displeasure; lines are easy for the audience to understand; the language flows naturally
Total = _____ / 20 points			



Getting Around Town

Sue Kuipers

***Kalamazoo Christian High School
Kalamazoo, MI***

SCENARIO PROFILE

Language	Spanish
Grade Level	High School, Level I
General Proficiency Level	Novice
Duration of Scenario	Ten 50-minute class sessions

I: SCENARIO COMPONENTS

DESCRIPTION

Students in Level I Spanish learn the names of stores, offices, and places of entertainment and learn to ask for and give directions in towns and cities in Spanish-speaking countries. They also study maps of cities, towns, and villages in Spanish-speaking countries and observe that, unlike American towns and cities that have a rectilinear, grid pattern, cities and towns in many Hispanic countries are usually designed around a central square or plaza. In this scenario, groups of students study maps of cities in Spanish-speaking countries and then create a three-dimensional model of an imaginary Spanish town. They invite members of other groups to visit and take a guided tour of their town. During the tour, half of the students play the roles of tour guides and half play the role of visitors. Students must 1) identify buildings, services, streets, and monuments, 2) ask about and list available forms of transportation, 3) ask for and give directions, and 4) list in writing the buildings they visited, errands they completed, and purchases they made.

LESSON PLAN OBJECTIVES

- Students list and identify places in a Spanish town, ask for and tell where they are located, and ask about and tell how to get there. (Lessons 1 and 2)
- Students list and identify places in a Spanish town and ask for and tell where they are located and how to get there. Students ask for and tell where particular products are sold. (Lessons 3 and 4)
- Students ask about and tell how to use different forms of transportation to accomplish a variety of activities and errands in a Spanish town. (Lessons 5 and 6)
- Working in groups, students make three-dimensional models of an imaginary Spanish town. (Lessons 7 and 8)
- Students play the roles of tour guides and visitors in model Spanish towns. They identify buildings, services, streets, and monuments, ask about and list forms of transportation, ask for and give directions, and list in writing the buildings they visited, errands they completed, and purchases they made. (Lessons 9 and 10)

ASSESSMENT PLAN

- ✓ Rubric for Evaluating Use of Class time and Project Development
- ✓ Rubric for Assessing Visitors and Tour Guides

STANDARDS

1.1 Interpersonal Communication

- Students identify, ask about and state the relative location of the buildings, services, streets, and monuments.
- Students ask for and tell where particular products are sold.
- Students ask about and describe forms of transportation.
- Students ask for and give directions.

1.2 Interpretive Communication

- Students listen as the teacher and other students point out and describe the relative location of streets, buildings, stores, and monuments.
- Students listen to descriptions and identify different modes of transportation.
- Students listen as the teacher and other students explain which form of transportation are used to accomplish various tasks and errands.

1.3 Presentational Communication

- Students point out and name streets, buildings, and other features of a typical Hispanic town or city.
- Orally and in writing, students tell where various items on a shopping list may be purchased.
- Orally and in writing, students identify tasks or errands and the means of transportation used to accomplish them.
- In writing, students list the buildings they visited, errands they completed, and purchases they made.

2.1 Practices and Perspectives of Culture

- Students learn to use the metro in Madrid or Mexico City.
- Students understand the need for and cost of public transportation in Madrid or Mexico City.

2.2 Products and Perspectives of Culture

- Students draw conclusions about the way in which towns and cities in Spanish-speaking countries are usually designed.
- Students understand what products are available in bookstores, pharmacies, and other specialty stores.

3.1 Reinforcing Knowledge

- Students calculate measurements for their buildings using the metric system.

3.2 Acquiring New Knowledge

- Students learn about the people and historical events for whom streets and other public buildings or monuments are named.

4.2 Comparing Cultures

- Students compare the design of a typical town in a Spanish-speaking country with the layout of their own town or city.
- Students compare the location, appearance, and items or services typically available in drug stores and *farmacias* and in bookstores and *papelerías or librerías* in the United States and in Spanish-speaking countries.
- Students compare the availability and cost of public transportation in Spain, Mexico, and the United States.

II: LESSON PLANS

Lessons 1 and 2

Functions

Identifying places

Asking for and stating relative location

Asking for and giving directions

Vocabulary

Streets:

la avenida, la calle, la cuadra

Places:

la biblioteca, la comisaría, la comunidad, la esquina, el estadio, la iglesia, el monumento, la parada del autobús, la plaza, el teatro, el templo

Adverbs of Location:

¿A cuántas cuadras está...?, a la derecha (de), a la izquierda (de), detrás (de), enfrente de, entre, al lado (de), queda de

Grammar

Irregular verbs: *ser* and *estar*

Contractions: *al, del*

Culture

Practice and Perspectives

Streets and public buildings are often named for famous people or historical events.

Products and Perspectives

Cities are often designed around a central plaza, monument or park.

Materials

Paso a paso Level I, Met, Myriam, Scott Foresman, 1996.

Line-art map showing streets and buildings on transparency of an imaginary Spanish town

Student copies of line-art map

Transparency of maps of Merida, Spain and other cities in Spanish-speaking countries

Technology and Equipment

Overhead projector

Websites

<http://www.pasoapaso.com>

<http://www.espanol.com/travelmain.htm>

Sequence of Activities:

1. Students listen as the teacher points out the streets and buildings in a typical Spanish town on a transparency of a map.
2. With a partner, students take turns pointing out and naming streets and buildings on their own copy of the map.
3. Students listen as the teacher describes the relative location of pairs of buildings.
4. Students answer questions to tell the relative location of buildings. (EX: *¿Dónde está la iglesia? Está a la derecha de la biblioteca.*)
5. Working in pairs, students ask for and state the relative location of various pairs of buildings, using their line-art copy of the map.
6. Students use a map showing unidentified buildings and streets. Students listen to descriptions offered by the teacher and write the name of the street or building on their copy of the map.
7. On another clean copy of the map, students design a new configuration of buildings. Sitting back to back, students ask about and state the identity and relative location of the buildings in their town. Students compare their maps.
8. Students look at maps of several cities and towns in Spanish-speaking countries and make observations about the way in which they are designed.
9. Students compare the design of a typical town in a Spanish-speaking country with the layout of their own town or city.
10. The teacher shares information about some of the people and historical events for whom streets, public buildings and monuments are named.

Lessons 3 and 4

Functions

Identifying places of business

Asking for and giving information (telling when, what, and why)

Reporting activities in the past

Vocabulary

Businesses:

el banco, la estación de servicio, la farmacia, el hotel, la librería, el restaurante, el supermercado, tienda de regalos

Things to Buy:

el champú, los comestibles, el jabón, las píldoras, los regalos, el sello, la tarjeta de cumpleaños, la tarjeta postal

Time:

anoche, ayer, luego, tarde, temprano, ya

Grammar

Use of the preterite tense with verbs *comprar*, *ir*

Culture

Products and Perspectives

Students learn about the range of products sold in specialty stores, including bookstores, stores that sell paper goods, gift stores and/or drugstores in Spanish-speaking countries.

Materials

Line-art drawings on transparency showing streets and businesses

Real objects or line-art drawings and pictures of items that may be purchased in various stores and businesses

Worksheet of true/false questions

Photos of stores and businesses in a variety of Spanish-speaking countries

Technology and Equipment

Overhead projector

Sequence of Activities

1. Students work together to ask for and tell where various places in the town are located, using vocabulary and expressions from the previous lesson.
2. Students listen as the teacher points out and identifies on transparency additional businesses and services within the town.
3. The teacher asks students to identify the relative location of each new business or service (EX: *¿Dónde está el supermercado?*)
4. Using pictures of things that might be purchased in each of the businesses, the teacher names the item and states in Spanish in which store it may be purchased.
5. Students answer true/false questions concerning various items and where they can be purchased (EX: *Compré unas píldoras en la farmacia.*)
6. Each student composes a shopping list. Each student gives the list to a partner who must write at least five statements telling where the items could be purchased.
7. The teacher explains differences and shows pictures of an American drug store and a *farmacia* and an American book store and *papelерías* and *librerías*.

Lessons 5 and 6

Functions

Identifying modes of transportation

Reporting activities in the past

Vocabulary

Modes of Transportation:

a pie, el autobús, el metro, el taxi, en + vehicle

Activities and Errands:

abrir, comprar, cerrar, devolver, hacer, ir a pasear, llegar, ver, trabajar

Grammar

Use of the preterite tense with verbs *ver*, *comprar*, *devolver*, *ir*

Culture

Products and Perspectives

Students learn about the metro systems in Madrid and Mexico City.

Materials

Pictures and color transparencies of different forms of transportation

Map of Madrid

Metro map and tickets from Madrid and Mexico City

Websites

Metro map of Mexico City: <http://www.mor.itesm.mx/~al371149/mapa.htm#defa>

Metro map of Madrid: http://www.softguides.com/index_madrid.html

Metro map of Madrid: <http://malika.iem.csic.es/~grant/metro.html>

Sequence of Activities

1. Using the flashcards students made for homework, students drill each other on the new vocabulary.
2. Students listen as the teacher acts out and shows pictures and color transparencies of the different modes of transportation.
3. As the teacher names each mode of transportation, students act it out, then pantomime forms of transportation for their partners to identify.
4. Students listen as the teacher explains which form of transportation he/she uses to accomplish various tasks and errands in Madrid or in Mexico City.
5. As students and the teacher act out various tasks, students identify the task or errand and the means of transportation used.
6. Using a teacher-prepared worksheet, students write a list of errands they already completed stating the activity, the means of transportation, and when it took place.
7. As students share their sentences, other students and the teacher trace the route by moving figurines around on a map or on a transparency of a map.
8. The teacher explains how to use the metro in Madrid or Mexico City.
9. Students compare the availability and cost of public transportation in Spain, Mexico, and the United States.

Lessons 7 and 8**Materials**

Poster board

Construction paper

Metric rulers

Glue

Scissors

Markers

Crayons
Colored pencils

Sequence of Activities

1. The teacher reviews the project guidelines with students:
 - each town must consist of at least 10 culturally-correct and distinctly recognizable buildings
 - buildings may be no more than 10 centimeters in width and height
 - the town must include at least 10 streets, parks, or monuments named for famous people or events in the history of a particular Spanish-speaking country
 - appropriately-sized pictures of objects to purchase from at least half of the stores must be included
2. Students work together to design and build their towns.

Lessons 9 and 10

Functions

Greeting and making small talk

Asking for and identifying modes of transportation

Asking about and identifying buildings, services, streets, monuments, and other features

Asking for and stating relative location

Asking for and giving directions

Materials

Student-made three-dimensional towns

Teacher-prepared hand-out for recording information (rubric)

Small figurines or game pieces that students move among the buildings as they tour the town

Sequence of Activities

1. Half of the students in each group remain with their town to serve as tour guides. Other students must visit at least two other towns in the time allotted.
2. Using a teacher-prepared handout, students ask about, identify and check off from a list, the buildings in each town.
3. Visitors must ask for the relative location of at least two buildings, streets, or services. Tour guides must state the relative location for each visitor. Visitors rate the accuracy and comprehensibility of tour guide's speech on their handout.
4. Visitors must state at least two things they need to purchase or errands they need to complete and ask for directions to at least two other buildings, streets or monuments. Visitors ask about the means of transportation available in the town and get advice on which form of transportation is most appropriate for their errands. Visitors record this information on their handout. Tour guides rate the accuracy and comprehensibility of the visitor's requests.
5. As tour guides give directions to these four locations, visitors move their figurine around the town. On their handout, visitors rate the accuracy and comprehensibility of the tour guide's directions.

6. At the end of each visit, visitors must turn in a) the checklist of buildings, b) a list of available modes of transportation, c) a list of the buildings they visited, errands they completed, and purchases they made and d) a global assessment of their tour guide's accuracy and comprehensibility. Tour guides must turn in a global rating of the accuracy and comprehensibility of each visitor's requests.
7. At the midpoint in the class period or during the following class period, tour guides and visitors change roles so that all students have the opportunity to participate both as a tour guide and a visitor.

III: ASSESSMENT PLAN

Narrative

Students are assessed on a) their construction of the buildings for their Spanish towns and their use of class time and b) their use of Spanish during their visits to other towns. Rubrics are included below.

Rubrics

In Lessons 7 and 8, students construct buildings for a Spanish town according to the guidelines indicated by the teacher. The following rubric assesses students' use of class time and work on this part of the project.

Getting Around Town: Rubric for Evaluating Use of Class time and Project Development			
Criteria	4 points	8 points	10 points
Construction of town buildings	Students build 0 – 4 buildings with some required measurements and labels	Students build 5 - 8 buildings with some required measurements and labels	Students build 10 buildings with all required measurements and labels
Product pictures	Students include fewer than 3 culturally appropriate products for purchase	Students include at least 3 culturally appropriate products for purchase	Students include at least 5 culturally appropriate products for purchase
Use of class time	Student is rarely self-directed and is off-task during independent work time	Student is sometimes self-directed and on-task during independent work time	Student is always self-directed and remains on-task during independent work time
Naming of town features	Students appropriately name five or fewer streets, parks or monuments	Students appropriately name six to nine streets, parks or monuments	Students appropriately name at least 10 streets, parks or monuments
Total = _____ / 40 points			

In Lessons 9 and 10, students take the role of “visitor” or “tour guide.” The following rubric is used by the teacher as she/he listens to the students’ conversations on a cassette recorder, located at each “town.”

Getting Around Town: Rubric for Assessing Visitors and Tour Guides			
Criteria	1 Point	3 Points	5 Points
Comprehensibility	Extremely difficult to understand	Understandable, but errors interfere with comprehension	Easily understood; teacher does not have to decode what is said
Language control	Frequent grammatical errors that make speech difficult to understand	Frequent grammatical errors that do not interfere with comprehension	Infrequent patterns of grammatical errors
Appropriateness of responses	Responses are inappropriate or illogical	Most responses are logical and appropriate	All answers are logical and appropriate
Total = _____ / 15 points			



Traveling to a Spanish Soccer Game

Bryn Lynch

Traverse City Central High School

Traverse City, MI

SCENARIO PROFILE

Language	Spanish
Grade Level	High School, Level IV
General Proficiency Level	Intermediate/Advanced
Duration of Scenario	Ten 55-minute class periods over several weeks

I: SCENARIO COMPONENTS

DESCRIPTION

Advanced students of Spanish increase their vocabulary and perfect a variety of grammatical structures by planning or reporting on a trip to Spain to see a soccer game between two teams of their choice. Students conduct research on the Internet and then report information about their trip to the class. Using either the future or the past tense, students describe their modes of transportation to the country and to their destination city (cities), their hotel accommodations, important places of interest, and the cost and menu choices for at least two meals at specific restaurants. As they present their work, students share supporting visuals, airline and train tickets, information on hotel prices, hotel bills, restaurant menus or bills, ticket prices or receipts from the museums, sites of interest and soccer games, photos of some of the soccer players on their team, and their team's emblem and team song.

LESSON PLAN OBJECTIVES

- Students select a region and city in Spain and then conduct research in order to compare the cost and amount of time needed to travel to and within Spain by ship, air, bus, train, or rental car. (Lessons 1, 2)
- Students learn specialized soccer vocabulary. (Lessons 3, 4)
- Students obtain information about the stadium, players, fans, merchandise, emblems, and songs or chants of the soccer team of their choice. (Lessons 3, 4)
- Students look for, compare, and then reserve hotel accommodations in their city or in the surrounding region. (Lessons 5, 6)
- Students select restaurants, compare menus, and research museums, events, and sites of interest that they would like to visit. (Lessons 5, 6)
- Students prepare and present their posters and oral presentations to the class. (Lessons 7, 8)

ASSESSMENT ELEMENTS

- ✓ Project Preparation Rubric

- ✓ Rubric for Assessing Posters and Content of Students' Group Presentations
- ✓ Rubric for Oral Poster Presentations

STANDARDS

1.1 Interpersonal Communication

- Students ask and answer questions, hypothesize, share their research, and make decisions about transportation to and within Spain, regions and cities in Spain to visit, hotel accommodations, restaurants and menu choices, attractions, museums, and other sites of interest.
- Students work with their partner to prepare their final presentation.
- Students ask and answer questions about each other's presentations.

1.2 Interpretive Communication

- Students read a variety of materials about the cost and availability of different forms of transportation to and within Spain, about the geography and sites of interest of different regions and specific cities in Spain, about professional Spanish soccer clubs, and hotel accommodations, restaurants, menus and museums, events, and sites of interest.
- Students listen as the teacher introduces specific soccer vocabulary.
- Students listen to a taped description of player introductions for a soccer game, noting references to players' names and positions.
- Students read posters created by each group.
- Students listen as their classmates present their posters.

1.3 Presentational Communication

- Students present their research to the teacher.
- Students present their work orally and in writing to the class.

2.1 Practices of Culture

- Students discover the extent of the Spaniards' love of soccer.
- Students learn about the availability, cost, and user-friendliness of different forms of public and private transportation.

2.2 Products of Culture

- Students learn about hotels, restaurants, traditional or regional dishes, museums and other sites of interest.

3.1 Making Connections

- Students review the geography of Spain, focusing specifically on the cities and surrounding regions where professional soccer clubs are located.

3.2 Acquiring Information

- Students gain new knowledge about the cost and availability of public and private transportation.
- Students learn about the structure of *la Liga*, the Spanish first division soccer league, and about the stadium, fans, players, merchandise, emblem, song, and chants of a variety of clubs.

- Students further their knowledge of art and history by researching monuments, buildings, museums, and important events and people in the history of Spain.

4.2 Comparison of cultures

- Students compare the cost of transportation within Spain with the cost of travel over similar distances in the United States using public and private forms of transportation.
- Students compare the Spaniards' passion for soccer with the growing interest for soccer in the United States.
- Students compare stadiums, fans, team names, emblems, merchandise, songs, cheers and chants with similar items available for an American professional soccer or football team.
- Students compare hotel accommodations and prices, menus, traditional or regional dishes and prices, and the availability, architecture, and collections of museums with comparable items in the United States.

5.1 School and Community

- Students display their posters at the local indoor soccer facility.
- Students show and describe their posters to elementary students from the neighboring school as part of the elementary school's "Family Fun Night."

5.2 Life-long learners

- Since many of the students are soccer players themselves, most continue to keep track of "their" soccer team throughout the season and beyond.

II: LESSON PLANS

Lessons 1 and 2

Functions

Asking for information

Giving information

Making comparisons

Vocabulary

Question words

Travel vocabulary: *el avión, el billete de avión / de ida y vuelta, la reservación, el aeromozo, el asiento*

Car rental vocabulary: *alquilar, el coche*

Grammar

Review of future tense

Review of past tenses

Review of comparisons of nouns, adjectives, and adverbs

Culture

Practices and Perspectives

Students learn about the availability, cost, and user-friendliness of different forms of public and private transportation in Spain.

Products and Perspectives

Students use maps, transportation schedules, brochures, and other promotional and informational materials to become familiar with their destination city and the important sites and the geographical features of that part of Spain.

Materials

Map of Spain

Transparencies and color photos showing airports, planes, train stations and trains

Teacher-prepared worksheets and games to support grammar and vocabulary review

Technology and Equipment

Computer lab with Internet access

Overhead projector

Websites

Spanish Yahoo! sites

<http://www.abc.es>

<http://www.elpais.es>

<http://www.iberia.es>

<http://www.aireuropa.es>

<http://www.renfe.es>

<http://www.hertz.com>

<http://www.autoeurope.com>

Sequence of activities

1. With the teacher and using a variety of learning games, students review vocabulary associated with airline and train travel.
2. In the computer lab, students research the cost and amount of time needed to travel to Spain by air and by ship. With a partner, students ask and answer questions about, hypothesize about, and compare their findings.
3. In the computer lab, students visit <http://www.abc.es> or <http://www.elpais.es> to decide which regions and cities in Spain they would like to visit, which attractions and sites of interest are located in this city or surrounding region, and which soccer game(s) they would like to attend. With a partner, students ask and answer questions about, hypothesize about, and compare their findings.
4. Students gather and compare information about travel options within the country to and among the destinations of their choice, including travel by bus, rental car, plane, and train. With a partner, students ask and answer questions about, hypothesize about, and compare their findings.
5. Students compare the cost of transportation within Spain with the cost for a trip of similar distances in the United States.
6. Students select modes of transportation, complete and print imaginary online reservation forms, and calculate transportation costs.
7. Students present their research to the teacher and organize it in a project file.

Lessons 3 and 4

Functions

Asking for and providing information

Reporting and describing the roles and actions of team members (forwards, mid-fielders, defense, goalie)

Vocabulary

Athletic terms:

el emblema, la canción, el portero, el centrocampista, el delantero, la portería, el árbitro, el balón, el equipo, el partido, el jugador, la falta, el tiempo, el silbato. a la izquierda/derecha, dar una patada, empatar, ganar, hacer un gol, parar, silbar

Grammar

Use of present and past tenses to describe, discuss and report action during a soccer game

Culture

Practices and Perspectives

Students understand the rules of the game of soccer, how and when games are scheduled, who attends, what it means to be a fan, and how important soccer is in Spain.

Products and Perspectives

Students use soccer club web pages to learn about specific teams and players, about team merchandise, about the stadium and different seating areas, and about typical songs, cheers, and chants.

Materials

Transparencies explaining and illustrating the positions in soccer

Audiotape or videotape of a soccer game announced in Spanish

Worksheets to reinforce soccer vocabulary

Technology and Equipment

Computer lab with Internet access

Overhead projector

Websites

<http://www.abc.es> (This site has links to all of the soccer teams' web pages through its sports page).

<http://www.yahoo.es>. (Using this site, students can search for a direct link to their team's web page.)

Sequence of activities

1. Students listen as the teacher introduces specific soccer vocabulary using the overhead projector.
2. Students listen to the taped description of player introductions for a soccer game announced in Spanish, noting references to players' names and positions.
3. Students complete research on the Internet for their soccer team. Students find a map and description of the stadium, including special fan sections, find out which players

start and sub at various positions, obtain detailed information for at least three players, locate and complete an order form for team merchandise, locate and copy a picture of the team emblem, locate and download the words and music to the team song, and find appropriate chants and cheers. With a partner, students ask and answer questions about, hypothesize about, and compare their findings.

4. Students compare stadiums, fans, team names, emblems, merchandise, songs, cheer and chants with similar items for an American professional soccer or football team.
5. Students present their research to the teacher and organize it in a project file.
6. Students complete a quiz on specialized soccer vocabulary.

Lessons 5 and 6

Functions

Interpreting information

Vocabulary

Review of hotel and restaurant vocabulary

Culture

Practices, Products And Perspectives

Students become familiar with restaurants, menus, and specialty dishes.

Students learn about sites of interest in different regions in Spain.

Technology and Equipment

Computer lab with Internet access

Websites

<http://www.abc.es>

<http://www.elpais.es>

<http://www.yahoo.es>.

Sequence of activities

1. Using the Internet, students look for, compare, and then reserve hotel accommodations in their city or in the surrounding region. With a partner, students ask and answer questions, hypothesize, and compare their findings.
2. Students research restaurants and compare menus. With a partner, students ask and answer questions, hypothesize, and compare their findings.
3. Students research museums, events, and sites of interest that they would like to visit. With a partner, students ask and answer questions, hypothesize, and compare their findings.
4. Students present their research to the teacher and organize it in a project file.

Lessons 7 and 8

Functions

Asking for and presenting information

Clarifying and explaining

Vocabulary, Grammar and Culture

No new vocabulary, grammar, or cultural points are introduced.

Materials

Posterboard

Pens, markers, paints, crayons, gluesticks

The tickets, emblems, pictures and realia that the students have collected and created

Technology and Equipment

CD player, tape recorder, or computer with music capabilities

Overhead projector

Project information checklist

Sequence of Activities

1. Students prepare and edit their posters and oral presentations. The teacher and students use a checklist to verify that all necessary information is included.
2. Students work in groups to practice their presentations.
3. Students present their posters to the rest of the class.
4. The other students are awarded oral participation points for asking questions about the presentations. Speakers also receive points for answering or trying to answer their classmates' questions.

III: ASSESSMENT PLAN

Narrative

Students are graded on their use of class time and on their research. The teacher also evaluates students' posters and their oral presentations.

Rubrics

Students' projects will be graded using the following rubric.

Traveling to a Spanish Soccer Game: Project Preparation Rubric					
Criteria	1 point	2 points	3 points	4 points	5 points
Timeliness	Student does not hand in assignments on time, and does not turn in one or more assignments at all	Student hands in every assignment past the deadline	Student has two or more late assignments	Student has one late assignment	Student turns in all assignments by the deadline
Time-on-task	Student is never on-task	Student is rarely on-task	Student tries to stay on-task but sometimes needs to be reminded	Student is usually on-task	Student is always on-task
Teamwork	Student does no work; partner takes over entire project	Student does some of own work, but leaves most of the work for his/her partner	Student does work on own but has no interaction with partner	Student does own work, but often doesn't discuss what s/he is doing with his/her partner	Student works well with partner; work is evenly divided
Total = _____ / 15 points					

Students' Posters

Students' posters are graded using the following rubric.

Traveling to a Spanish Soccer Game: Rubric for Assessing Posters and Content of Students' Group Presentations					
Criteria	1 point OR 0 points	2 points	3 points	4 points	5 points
Travel information	Poster includes and students present minimal information OR no travel information is provided	Poster includes and students present basic information about travel to Spain OR travel within Spain	Poster includes and students present basic information about travel to and within Spain	Poster includes and students present most of the required information on travel to and within Spain	Poster includes and students present complete and detailed information on travel to and within Spain
Hotel and restaurant information	Poster includes and students present minimal information about hotels and restaurants OR no information is provided	Poster includes and students present basic information about hotels OR restaurants	Poster includes and students present basic information about hotels, restaurants, menus, specialty dishes, and bills	Poster includes and students present most of the required information about hotels, restaurants, menus, specialty dishes, and bills	Poster includes and students present complete and detailed information about the hotels, restaurants, menus, specialty dishes, and bills
Emblem and song	Poster and presentation include cursory information on either the team emblem or song OR no information is provided	Poster and presentation include cursory information on the team emblem AND song	Poster includes and students present one of the following: full-color team emblem OR copy and detailed explanation of song lyrics OR choral or electronic rendition of team song	Poster includes and students present two of the following: full-color team emblem OR copy and detailed explanation of song lyrics OR choral or electronic rendition of team song	Poster includes and students present large, full-color emblem, song lyrics and detailed explanation of team song Students sing or present song on CD
Museums and sites of interest	Poster and presentation include cursory information about one or two sites of interest OR no information is provided	Poster includes and students present basic information on at least 3 sites of interest	Poster includes and students present detailed information on at least 3 sites of interest	Poster includes and students present complete and detailed information on at least 4 sites of interest	Poster includes and students present complete and detailed information on at least 5 sites of interest
Rubric continued on following page					

Students' Posters

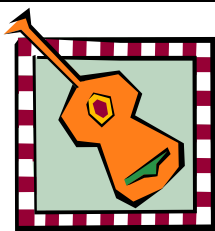
Continued

Traveling to a Spanish Soccer Game: Rubric for Assessing Posters and Content of Students' Group Presentations Continued					
Criteria	1 point ~ 0 points	2 points	3 points	4 points	5 points
Information about the team	Students include cursory information about individual players or about the team or no information is provided	Poster includes and students present at least three fun facts about the team OR biographical details about at least two players	Poster includes and students present at least three fun facts about the team as well as biographical details about at least one player	Poster includes and students present at least four fun facts about the team as well as biographical details about at least two players	Poster includes and students present at least five fun facts about the team as well as biographical details about at least three players
Overall attractiveness of poster	Poster shows minimal effort or no poster is turned in	Poster is messy, has splotches, stray marks and obvious corrections; needs greater attention to layout, design, and use of color	Poster primarily uses black-and-white images and is somewhat neat and well organized	Poster makes good use of color and graphics and is generally neat, well organized, and visually attractive	Poster makes excellent use of color and graphics and is neat, very well organized, and visually attractive
Total = _____ /30 points					

Oral Poster Presentations

Students' poster presentations will be graded using the following rubric.

Traveling to a Spanish Soccer Game: Rubric for Oral Poster Presentations					
Criteria	2 point ~ 0 points	4 points	6 points	8 points	10 points
Spontaneity	Student gropes for words and does not speak in complete sentences	Student reads his or her presentation aloud from note cards or from the poster	Student consistently uses note cards OR student speaks with conviction but frequently hesitates	Student makes unobtrusive use of note cards OR student speaks with conviction but sometimes hesitates	Student does not use note cards; student speaks with conviction and does not hesitate
Use of Spanish	Student speaks English most of the time	Student speaks in Spanish but incorporates many words and phrases in English	Student speaks in Spanish but incorporates some words and phrases in English	Student speaks primarily in Spanish but occasionally uses a word in English	Student speaks only Spanish
Comprehensibility	Students cannot be understood when speaking Spanish	Student is difficult to understand	Student's pronunciation is good but is sometimes difficult to understand	Student has very good pronunciation and is easy to understand	Student has excellent pronunciation and is easy to understand
Total = _____ /30 points					



An Eye into the Lives of Famous Hispanics

Beatriz Pastor-Miranda
Midland Public Schools
Midland, MI

SCENARIO PROFILE

Language	Spanish
Grade Level	High School, Levels IV and V
General Proficiency Level	Intermediate
Duration of Scenario	Eight 55- minute class periods over six weeks

I: SCENARIO COMPONENTS

DESCRIPTION

Students investigate the life of a famous Hispanic in order to learn more about the contributions of Hispanics in the United States. Students select the famous Hispanic of their choice from a teacher-generated list; however, no two students are allowed to investigate the same person. Among famous Hispanics on the list are individuals such as Gloria Estefan, Cameron Díaz, Enrique Iglesias, Jennifer López, and Sergio García. After choosing a person, each student investigates basic facts about the individual such as nationality, place of birth, age, family, hobbies, occupation, likes and dislikes, and any other information that they believe is important for their report. Once all of the data is collected, the students write a one-page magazine article in which they include the information collected. After each student has completed his/her magazine article, the students collect all the articles in order to create a magazine entitled *Hispanos famosos*. Students enhance the articles with photos downloaded from the Internet or photos obtained from other sources. The magazine thus consists of the individual articles and the photos of the persons investigated. Once all of the articles are completed and photos attached, each student gives an oral presentation to the class about his/her famous Hispanic. In order to prepare for the classroom presentation, the students practice their presentations at home for their parents and/or friends.

LESSON PLAN OBJECTIVES

- Students express likes and dislikes using verbs like *gustar* appropriately.
- Students narrate in the past in both oral and written form using the preterite and the imperfect tenses accurately.
- Students describe individuals by using adjectives appropriately.
- Students comprehend cognates they encounter in their reading.
- Students identify and describe famous Hispanics in a variety of fields.

ASSESSMENT ELEMENTS

- ✓ Written Report Rubric

STANDARDS

1.1 Interpersonal Communication

- Students work in pairs to identify photos of famous Hispanics displayed on a bulletin board.
- In class students share the names of the people they were able to identify.
- Students also share information that they know about the famous Hispanics.

1.2 Interpretive Communication

- Students read a variety of articles in order to research and gather data about the famous Hispanics.

1.3 Presentational Communication

- Students write a magazine article on their individual.
- Students give an oral presentation on their individual to the class.

2.1 Practices and Perspectives of Culture

- Students gain insight into Hispanic society in the U.S. by researching information on famous Hispanics.

2.2 Products and Perspectives of Culture

- Students become familiar with Spanish-language magazines, newspapers, and websites.
- Students learn about contemporary television, film, art, and music in the Spanish-language by researching the lives of famous Hispanics.

3.1 Reinforcing Knowledge

- Students reinforce their knowledge of art, film, music, and contemporary culture by researching famous Hispanics.

3.2 Acquiring New Knowledge

- Students learn new information about history, geography, art, and music through the study of famous Hispanics.

4.1 Comparing Languages

- Students demonstrate the relationship of Spanish words to cognates in English by using them in their reading and in their final writing project.
- Students demonstrate an understanding of the similarities and differences of basic language patterns in Spanish and English. (i.e. adjective placement and agreement)

4.2 Comparing Cultures

- Students compare famous Hispanics with other famous persons within U.S. culture.
- Students compare fields of expertise in Hispanic and U.S. culture.

5.1 School and Community

- Students practice their oral presentations at home for their parents, siblings, and friends.

II: LESSON PLANS

Function: Describing people, occupation, family, age, origin/nationality, hobbies, likes, and dislikes.

Vocabulary

Verbs like *gustar*:

interesar, parecer, importar, caer, atraer, molestar, irritar, sorprender, volver loco, apetecer, desagradar, faltar, dar igual, dar rabia, dar pánico, dar pena, dar miedo, dar risa, dar terror, dar asco.

Grammar

Emphasis is on the present, preterite, and imperfect tenses of all verbs

Present perfect and future tenses are also used

Verbs like *gustar*

Culture

Students learn about famous Hispanics in the U.S. and their contributions to our culture.

Students become familiar with Spanish-language media including magazines, newspapers, and websites.

Students learn about contemporary television, film, art, and music in the Spanish-language by researching the lives of famous Hispanics.

Materials

Spanish magazines such as *Hola* and *People en español*

Newspapers, magazines, and biographies in the Spanish language

Spanish/English dictionary

Student Spanish textbook for grammar references

Technology and Equipment

Computer with Internet access and word processing capability

Scanner

Websites

Yahoo and other search engines

Newspapers web sites

Individual websites pertaining to famous Hispanics

Antonio Banderas

<http://www.mrshowbiz.go.com/celebrities/people/Antoniobanderas/bio.html>

<http://www.antonibanderas.net/bio/indexbio.html>

María Conchita Alonso

<http://www.directhit.com> “maria conchita alonso”

<http://www.sonyclassics.com/caught/crew/alonso.html>

Cameron Diaz

<http://www.camerondiaz.com>

<http://www.stars.com>

Sergio García

PGA.com

<http://www.golfweb.com/players/stats/21209.html>

<http://sergiogarciafanclub.homestead.com/>

Sequence of Activities

1. Prior to the beginning the scenario, the teacher spends time reviewing the grammar needed for the scenario: present, preterite, imperfect, present perfect and future tenses; the usage of verbs like *gustar* (see vocabulary list above); the formation and use of adjectives.
2. Students work on this scenario on-and-off during a six-week period as they simultaneously study the first two lessons of their textbook *Acción 3*. Eight 55-minute class sessions are devoted exclusively to the scenario according to the following schedule.

- Two class periods to research the information in the school Media Center.
- Two class periods to write the first draft of the article and gather photographs from magazines or other sources on the Internet.
- One class period to work in pairs and edit each other's first draft of the magazine article.
- One full class period to work with the teacher and with another student to edit the article for the second time.
- Two class periods to type and insert photos into their article and edit the article with a third partner.

In addition to the eight class periods outlined above, students have the last week of the six-week period to finish their final product at home.

3. The teacher creates a bulletin board containing pictures of many famous Hispanics. The students work in pairs to identify as many of them as they can.
4. After identifying the famous Hispanics, the students share the names of the people they identified and students explain whatever they know about each person.
5. Students choose a famous Hispanic to research.
6. Students spend two class periods in the Media Center researching information on the individual person chosen and looking for photos to insert into their final articles.
7. Students spend two class periods writing the first draft of the magazine article.
8. Students spend one class period working in pairs to edit each other's first draft.
9. Students spend one class period working with the teacher and in groups of three to edit the second draft of the article.
10. Students spend one class period finalizing the third draft that will be submitted to the teacher for a final edit.
11. The teacher edits the third draft of the article by writing comments that will help the students do a final edit. The teacher does not make actual corrections to the article.
12. Students spend one more class period revising and creating their final product.
13. Students practice their oral presentation with parents, siblings, and/or friends.

14. Students give their oral presentation to the class.

NOTE: This learning scenario can be a lead-in for other similar writing assignments. In my case this assignment has led to the creation of two other magazines: a travel magazine that the students have named *Viajero* and a movie review magazine. For the travel magazine the students select a place they wanted to visit (preferably in the Spanish-speaking world) and write an article about it. For the movie review magazine students select a movie or video and write a review of it.

III: ASSESSMENT PLAN

Narrative

Students are assessed daily by having their materials ready for each due date, by working cooperatively in groups and by participating in class when sharing time comes about.

Rubrics (presented below) for their final written project and their oral presentation are used as well.

An Eye into the Lives of Famous Hispanics: Written Report Rubric			
Criteria	5 Points	10 Points	15 Points
Vocabulary usage	Very limited and repetitive	Appropriate usage with a variety of vocabularies; some repeated words or phrases	Mostly correct usage and varied vocabulary; very few repeated word or phrases; weaves in vocabulary learned in class
Comprehensibility	Barely comprehensible due to poor spelling and/or lack of explanations; many errors interfere with comprehension	Mostly comprehensible; some clarifications needed; some errors interfere with comprehension	Comprehensible; good spelling and grammar; no interpretation needed; minimal errors that do not interfere with the message
Preparation	No evidence of pre-planning submitted; pictures are not included.	Well organized; at least three pictures are included	Very well organized; five or more pictures are included.
Total = _____ / 45 points			

An Eye into the Lives of Famous Hispanics: Oral Presentation Rubric			
Criteria	5 Points	10 Points	15 Points
Vocabulary usage	Very limited and repetitive	Appropriate usage with a variety of vocabulary; some repeated words or phrases	Mostly correct usage and varied vocabulary; very few repeated words or phrases; weaves in vocabulary learned in class
Comprehensibility	Barely comprehensible due to errors of pronunciation and/or lack of explanations; many errors and use of English interfere with comprehension	Mostly comprehensible; some pronunciation errors; some errors interfere with comprehension	Readily comprehensible; good pronunciation; minimal errors that do not interfere with the message
Preparation	No evidence of pre-planning submitted; pictures are not included	Well organized; at least three pictures are included	Very well organized; five or more pictures are included
Total = _____ / 45 points			



Meeting New Friends

Sandra Politowicz
Port Huron Northern High School
Port Huron, MI

SCENARIO PROFILE

Language	Spanish
Grade Level	High School, Level II
General Proficiency Level	Novice
Duration of Scenario	Eight to ten 50- minute class periods spread over the first semester

I: SCENARIO COMPONENTS

DESCRIPTION

At the beginning of the school year, second-year language students sometimes have a difficult time recalling the grammar, expressions, and vocabulary that they learned during their first year of language instruction. At this point in the school year, it is especially important that the teacher help build students' confidence, pique their interest, and help them to remember and use previously learned materials in a new and interesting way. In this scenario, students in a second-year high school Spanish class introduce and describe themselves, then interview, introduce and describe their classmates. Next, students use the Internet to make the acquaintance of one or more e-pals in Spanish-speaking countries and write at least four letters to their e-pals. Finally, as part of their final oral exam, students create a PowerPoint presentation that compares themselves to their e-pals and introduces their e-pals to the rest of the class.

LESSON PLAN OBJECTIVES

- Students use simple Spanish phrases to greet new classmates, introduce themselves, respond to an introduction, describe themselves and their activities, and ask for and state their likes and dislikes. (Lessons 1 and 2)
- Students choose one or more e-pals, then write a series of letters to these individuals. (Lessons 3 to 6)
- Students prepare an oral presentation in which they introduce and describe their e-pal to the class. (Lessons 7 to 10)
- Students organize a PowerPoint presentation in which they compare themselves with their e-pal. (Lessons 7 to 10)
- Students present their PowerPoint project to the class. (Lessons 7 to 10)

ASSESSMENT ELEMENTS

- ✓ Oral Interview and Introduction Rubric
- ✓ Letter Writing Rubric

STANDARDS

1.1 Interpersonal Communication

- Students exchange greetings, introduce themselves, make small talk, and exchange information and opinions with the teacher and with each other.
- Students ask and answer questions to, and about, the classmates who were introduced.
- Students ask and answer questions about each other's e-pals.

1.2 Interpretive Communication

- Students listen as the teacher role-plays appropriate ways to greet old friends and new acquaintances in the target cultures.
- Students read responses from their e-pals.

1.3 Presentational Communication

- Students prepare a written introduction of at least one paragraph about their partner and then introduce their partner to the class.
- Students write letters to one or more e-pals in Spanish-speaking countries.
- Students share written responses from their e-pals with members of their class.
- Students introduce and describe their e-pals.
- Students prepare and present a PowerPoint project in which they compare themselves with their e-pals.

2.1 Practices and Perspectives of Culture

- Students learn how Spanish-speakers greet each other.
- Students learn how birthdays, Saint's Days, and other holidays are celebrated.
- Students learn about aspects of life at home and at school, about preferred leisure and social activities, about dining habits, and how to make typical or traditional foods.

2.2 Products and Perspectives of Culture

- Students learn about names and naming practices and that the last names of many Spanish speakers include both their mother's and their father's last name.
- Students learn about traditional holiday dishes, decorations, gatherings, and gifts.
- Students learn about typical family size, composition, and pets.

3.1 and 3.2 Reinforcing Knowledge and Acquiring New Knowledge

- Students learn about or reinforce their knowledge of: names and naming practices, birthdays, Saint's Days, and other holidays; aspects of life at home and at school; preferred leisure and social activities; dining habits; traditional holiday dishes, decorations, gatherings, and gifts.

4.2 Comparing Cultures

- Students compare various aspects of daily life and traditions in their own culture to that of their e-pals.

5.1 School and Community

- Students use Spanish to correspond with an e-pal from a Spanish-speaking country.

II: LESSON PLANS

Lessons 1 and 2

Functions

Greeting
Introducing oneself and others
Responding to an introduction
Asking for and stating information
Asking for and stating likes, dislikes, and opinions

Vocabulary

Family members and pets, recreational activities and interests, school subjects and other vocabulary from Spanish Level I

Grammar

Regular *-ar, -er, -ir* verbs
Irregular verbs *tener, ser, estar*
Adjective agreement
The verb *gustar* with indirect object pronouns

Culture

Practices and Perspectives

Students learn to greet friends and acquaintances in Spanish-speaking countries.
Students learn about appropriate and inappropriate topics to consider when making small talk.

Materials

Teacher-prepared interview worksheet or interview questions from *No Yawning Allowed*.
Joanna Lowe, Concordia Programs, 1995.

Sequence of Activities

1. On the first day of school, the teacher greets students in the target language and makes small talk with them.
2. The teacher role-plays appropriate ways to greet old friends and new acquaintances in the target cultures.
3. Students are randomly assigned to partners by drawing name sticks from a jar or using tickets like those used in 50-50 raffles.
4. Students greet each other, introduce themselves, and get acquainted using a list of prepared questions (EX: *¿Cuántos años tienes? ¿De dónde eres?*).
5. Students record their partner's information on their worksheet.
6. Using this information, students prepare in writing an introduction of at least one paragraph to read about their partner.
7. Students introduce their partner to the class.
8. Following each pair of introductions, other classmates ask follow-up questions to and about both members of the pair.

9. The teacher tells students about how Spanish-speakers greet each other and notes that the surnames of many Spanish speakers include both their mother's and their father's surname.

Lessons 3 - 6

Functions

Introducing oneself
Describing oneself and others
Stating opinions, likes and preferences

Vocabulary

Leisure activities, likes, preferences, dating, and social life
Eating habits and favorite foods
Holidays, holiday celebrations and traditions

Grammar

Regular *-ar, -er, -ir* verbs
Irregular verbs *tener, ser, estar, hacer, ir*
Idioms with *tener*
Stem-changing verbs *e → ie* and *o → ue*
Reflexive verbs
The verb *encantar* with indirect object pronouns
Adjective agreement
Demonstrative adjectives

Culture

Practices and Perspectives

Students learn about a variety of celebrations and festivals in Spanish-speaking countries, including birthday and Saint's Day celebrations.

Students learn about a variety of aspects of daily family life and activities, including school schedules and courses, meal times, leisure activities, and dating customs.

Products and Perspectives

Students learn about typical or traditional meals and specialty foods served at celebrations and festivals.

Students view or handle currency from a variety of Spanish-speaking countries.

Materials

Textbook: *Ven conmigo: Levels I and II* (pp. 178-256 in *Level I* and pp. 4-29 in *Level II*)
Ven conmigo: Level II: Practice and Activity Book: En mi cuaderno, p. 145

Technology and Equipment

Computers with Internet capability

Websites

<http://www.penpals.com>

<http://www.epals.com>

Sequence of Activities

Letter #1

1. Using the worksheet *En mi cuaderno (Ven conmigo: Practice and Activity Book, Level II, p. 145)*, students write a letter to an imaginary pen pal in Malaga, Spain. They must state where they are from, tell their nationality, list their likes and dislikes, and describe themselves and their best friend. Students ask the pen pal about their last name, family life, school schedule and their leisure activities as well as when their birthday and Saint's Day are.
2. In the media center or computer lab, students log on to <http://www.penpals.com> or <http://www.epals.com> to find an e-pal in a Spanish-speaking country. Students turn in their e-pal's name, city, country, and e-mail address to the teacher.
3. With the teacher, the students review the requirements for the e-pals letter writing project.
4. Students expand on the basic letter from Step 1, above, adding information about their family, pets, home and city, school, classes, and favorite leisure activities.
5. Students review and edit their letters, seeking input from peers and from the teacher.
6. Students send their revised letters.

Letter #2

7. About one month later, students spend one class period in the computer lab writing and editing a second letter to their e-pal. The purpose of this letter is to inquire about their e-pal's activities, likes, preferences, dating, and social life. Sample questions include but are not limited to: *¿Qué haces después de clase? ¿Adónde vas con tus amigos los fines de semana? ¿Tienes un novio o una novia? ¿Adónde vas con tu novio o novia?*
8. Students review and edit their letters, seeking input from peers and from the teacher.
9. Students send their revised letters.

Letter #3

10. Approximately four weeks later, students spend one class period in the computer lab writing and editing a third letter to their e-pal. In these letters, students offer and request information on eating habits and favorite foods. Students also ask their e-pal to send a traditional recipe.
11. Students review and edit their letters, seeking input from peers and from the teacher.
12. Students send their revised letters.

Letter #4

13. Approximately two weeks before the winter break, students spend one class period in the computer lab writing and editing their fourth required letter. This letter should focus on similarities and differences in holiday celebrations, including traditional foods, decorations, gatherings, activities, and gifts.
14. Students review and edit their letters, seeking input from peers and from the teacher.
15. Students send their revised letters.

Lessons 7 – 10

Functions

Introducing others
Describing others
Stating likes and preferences
Making comparisons

Vocabulary

Family members and pets
Recreational activities and leisure interests, likes, and preferences
School subjects, classes, and class schedules
Places in and around one's hometown
Eating habits and favorite foods
Holidays, holiday celebrations and traditions

Grammar

Regular *-ar, -er, -ir* verbs
Irregular verbs *tener, ser, estar, hacer, ir*
Idioms with *tener*
Stem-changing verbs *e → ie* and *o → ue*
Reflexive verbs
The verbs *gustar* and *encantar* with indirect object pronouns
Adjective agreement
Comparisons of nouns and adjectives
Demonstrative adjectives
Preterite tense
Present progressive tense

Culture

Practices and Perspectives

Students learn about the daily life of a Spanish-speaking teenager, about dating customs in a Spanish-speaking country and about holiday foods and traditions.

Materials

Textbook: *Ven conmigo Level I* and *Level II*
Letters received from e-pal

Technology and Equipment

Computers with Internet and PowerPoint capability

Websites

Microsoft clip art: <http://cgl.microsoft.com/clipgallerylive/default.asp>
<http://www.microsoft.com/education/tutorial/default.asp>

Sequence of Activities

1. Students use class time to review letters and choose the information that they will include in the introduction and description of their e-pals.
2. Students introduce and describe their e-pals for the oral section of the semester exam.
3. Students prepare a PowerPoint presentation in which they compare themselves with their e-pals.
4. Students present their PowerPoint project to the class.

III: ASSESSMENT PLAN

Narrative

Students are assessed on their introduction of their classmate and their letters written to their new e-pal. These grades are included in the student's quarter grades. Students are also assessed on their PowerPoint introduction of their e-pal. This presentation constitutes the final semester exam grade. Rubrics used to assess these activities are provided below.

Rubric 1: Introducing a Classmate

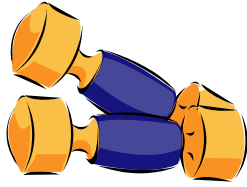
Meeting New Friends: Oral Interview and Introduction			
Criteria	1 point	3 points	5 points
Pronunciation	Poor pronunciation interferes with comprehensibility	Some words are mispronounced	There are few errors in pronunciation
Vocabulary	Vocabulary is basic and the same words are often repeated; student always uses phrases and topics included on the interview sheet	Vocabulary is correct, appropriate and sometimes varies from phrases included on the interview sheet	Vocabulary is correct, appropriate and often varies from the structures, topics, and phrases included on the interview sheet
Completion of tasks	Student does basic interview but does not introduce new friend to the class	Student completes the interview and addresses most of the topics listed on the interview guide sheet in the oral presentation	Student completes the interview and addresses all of the topics listed on the interview guide sheet; student also offers 2-3 additional pieces of information
Conversational Interaction	Student makes no response or follow-up to what partner says	Student often responds to what partner says	Student always responds to partner. Listens and asks follow-up questions or volunteers additional information
Use of Spanish	Uses mostly English when conducting the interview OR when making the in-class presentation	Uses some English when conducting the interview OR when making the in-class presentation	Speaks only Spanish when conducting the interview AND when making the in-class presentation
Total = _____ / 25 points			

Rubric 2: Letters to E-pals

Making New Friends: Letter Writing Rubric				
Criteria	1 point	2 points	4 points	5 points
Effort	Writer does not fulfill most of the requirements; work is late and shows little effort	Writer fulfills some of the requirements; work is sometimes late and shows minimal effort	Writer fulfills most of the requirements, turns work in on time and shows obvious effort	Writer goes above and beyond the requirements and shows great care and effort in work
Accuracy	Writer makes many errors when using nearly all known and practiced structures	Writer demonstrates a pattern of errors in several different practiced structures	Writer uses most known structures correctly	Writer consistently uses all known structures correctly
Comprehensibility	Reader can understand little of what the writer is trying to say	Reader can understand less than half of what the writer is trying to say	Reader can understand most of what the writer is trying to express	Reader can understand all of what the writer has written
Content	Writer does not address required topics and use required vocabulary and structures	Writer addresses one or two of the required topics and uses some required vocabulary and structures	Writer addresses all required topics and uses almost all of the required vocabulary and structures	Writer addresses all required topics as well as topics of choice AND uses all required vocabulary and structures in a creative and interesting way
Total = _____ / 20 points				

Rubric 3: PowerPoint Presentation

Meeting New Friends: PowerPoint Presentation			
Criteria	3 points	6 points	10 points
Content: Basic facts	Student shares five or fewer facts about their e-pal's family and family life	Student shares six to eight facts about their e- pal's family and family life	Student shares nine or more facts about their e- pal's family and family life
Content: Likes and preferences, activities, celebrations and traditions	Student shares five or fewer facts about their e-pal's likes, preferences, activities, celebrations or traditions	Student shares six to eight facts about their e-pal's likes, preferences, activities, celebrations or traditions	Student shares nine or more facts about their e-pal's likes, preferences, activities, celebrations or traditions
Use of Technology	Presentation has two slides and no clip art	Presentation has three or four slides and some clip art	Presentation has five or more slides with clip art and music
Fluency	Student hesitates frequently while speaking	Student occasionally hesitates while speaking	Speaker speaks with confidence and does not hesitate
Accuracy	Student makes frequent, patterned errors in grammar and language use	Student makes some patterns of errors when using practiced structures	Student generally uses language correctly and makes random errors
Total = _____ /50 points			



Get in Shape / Ponte en forma

Nancy Tesauro
Swan Valley High School
Saginaw, MI

SCENARIO PROFILE

Language	Spanish
Grade Level	High School, Levels II and III
General Proficiency Level	Intermediate
Duration of Scenario	Four weeks

I: SCENARIO COMPONENTS

DESCRIPTION

Students research exercise facilities in Spain and create several products related to physical fitness. Students work in groups of no more than three people to create (1) an advertisement targeting an exercise program and/or a health facility; (2) a fitness evaluation questionnaire; and (3) a program proposal to assist the client with his/her fitness goals. Upon completion of the three products, students give an oral presentation to the class outlining the work done.

LESSON PLAN OBJECTIVES

- Students create an advertisement to promote a health facility and/or physical fitness program. The advertisement can be created as a pamphlet or brochure, on posterboard or via PowerPoint. (Week 1)
- Students create a questionnaire to be administered to a client to evaluate his/her dietary and exercise needs. (Week 2)
- Students write and deliver an evaluation and proposal to the client after having assessed his/her fitness status. (Week 3)
- Students present their advertisement, questionnaire, and program proposal to their classmates. (Week 4)

ASSESSMENT ELEMENTS

- ✓ Rubric for Advertisement
- ✓ Rubric for Questionnaire
- ✓ Rubric for Diet and Exercise Proposal
- ✓ Rubric for Oral Presentation

STANDARDS

1.1 Interpersonal Communication

- Students work in small groups to obtain information to prepare materials.

- Students interview a client to obtain information about his/her dietary and exercise practices.
 - Students discuss with the client his/her fitness needs and goals.
- 1.2 Interpretive Communication**
- Students read and research Internet sites to gain information about health facilities in Spain.
 - Students access magazines and websites to examine the format and language used to advertise dietary and health practices.
 - After listening to the clients' answers on the questionnaire, students develop a fitness and diet plan for the client.
- 1.3 Presentational Communication**
- Students create an advertisement for a physical fitness facility.
 - Students present the advertisement to the class.
 - Students present the fitness plan to the class.
- 2.1 Practices and Perspectives of Culture**
- Students examine the health and dietary practices of the Spaniards.
 - Students use the research to help them formulate ideas about the Spanish perspectives on physical fitness and diet.
 - Students gather information related to the health practices of the Spanish people to better understand how they will promote their program.
- 2.2 Products and Perspectives of Culture**
- Students gain insight into the physical fitness and exercise facilities in Spain.
- 3.1 Reinforcing Knowledge**
- Students reinforce knowledge gained from nutrition and health classes.
- 3.2 Acquiring New Knowledge**
- Students learn new information about nutrition and physical fitness.
- 4.2 Comparing Cultures**
- Students compare Spanish health practices to those in the U.S.

II: LESSON PLANS

Week 1

Functions

Describing a health and/or physical fitness facility
 Persuading others to use a physical fitness facility

Vocabulary

Exercise and fitness vocabulary

Grammar

Familiar commands

Culture

Students assess Spanish practices to formulate an opinion about the importance of diet, health maintenance and exercise in the lives of young people, their peers, in Spain.

Materials

Student textbook for second-year students: *Ven conmigo 2*: Chapter 5

Student textbook for third-year students: *Ven conmigo 3*: Chapter 2.

Technology and Equipment

Computer with Internet access

Websites

<http://www.gimnasioimagen.com>

<http://www.colgym.com>

<http://usa.yupimsn.com>

<http://google.yahooo.com>.

Sequence of Activities

1. Students work in their chosen groups to familiarize themselves with terminology related to health and physical fitness. Students access websites to obtain more vocabulary.
2. Students visit websites to learn more about the dietary habits of the Spanish youth.
3. Students listen to the teacher presentation on the use of commands and infinitives in advertisements. Students find uses of familiar commands and infinitives in Internet sites and advertisements in Spain.
4. In groups, students practice familiar commands.
5. Students write an advertisement for a fitness/exercise facility.

Week 2**Functions**

Asking and answering questions

Providing information

Vocabulary

Diet and exercise-related vocabulary

Question words

Grammar

Question formation.

Present, present perfect and preterite tenses to compose questions.

Usted forms of verbs.

The impersonal pronoun *se* to provide information.

Culture

Students show their understanding of perspectives on health and exercise through the appropriateness of questions asked.

Materials

Student textbook for second-year students: *Ven conmigo 2*: Chapter 5

Student textbook for third-year students: *Ven conmigo 3*: Chapter 2.

Sequence of Activities

1. The teacher reviews question words and question formation with the class.
2. Students begin to create the questionnaire with questions in four categories: (1) physical information including age, weight, and height; (2) present daily dietary and health practices; (3) present exercise practices; and (4) the desired goals of the client.
3. The teacher edits the questionnaire.
4. Students work in pairs; one student asks the questions and the second student plays the role of the client and answers the questions. The student asking the questions also takes notes on the client's answers.

Week 3**Functions**

Summarizing the client's current health and dietary status

Recommending and giving advice to the client regarding exercise and diet

Vocabulary

Vocabulary related to physical fitness, exercise, and diet

Grammar

Familiar commands

Present subjunctive

Future tense

Culture

Culture practices: Dietary and exercise practices in Spain.

Materials

Student textbook for second-year students: *Ven conmigo 2*: Chapter 5

Student textbook for third-year students: *Ven conmigo 3*: Chapter 2.

Sequence of Activities

1. Students read and review the client's responses to the questionnaire.
2. Students interpret the client's dietary and physical fitness needs based on the responses to the questionnaire.
3. Students prepare a health and fitness proposal for the client.
4. Students present the proposal to the client.

Week 4**Functions**

Describing the physical fitness facility
Summarizing the results of the questionnaire
Suggesting future activities for the client

Vocabulary

Health, dietary, and exercise vocabulary

Grammar

Present tense to describe the physical fitness facility
Present perfect, preterite and imperfect tenses for narrating in the past
Future tense and future expressions for discussing what the client will do to improve his/her diet and exercise routine

Culture

Students relate to their classmates some common practices and behavior of the Spanish youth.

Materials

Student textbook for second-year students: *Ven conmigo 2*: Chapter 5
Student textbook for third-year students: *Ven conmigo 3*: Chapter 2.

Technology and Equipment

Computer with PowerPoint software

Sequence of Activities

1. Students assemble the components for the oral presentation: the advertisement, the questionnaire, and the proposal.
2. Students assemble appropriate props and/or photos to enhance the presentation.
3. Students practice the presentation.

III: ASSESSMENT PLAN

Narrative

Students are assessed on the four elements of the scenario: the advertisement, the questionnaire, the proposal for the client, and the oral presentation to the class. The rubrics for those four student products follow.

Ponte en forma: Rubric for Advertisement			
Criteria	5 points	7 points	10 points
Message	Simply worded	More complex statements	Complete message
Grammatical Structure	Incorrect use of declarative and imperative statements	Somewhat correct use of declarative and imperative statements	Correct use of declarative and imperative statements
Required information	Very little information for the potential customer	Enough for the customer to fill in the missing information	All details are included
Presentation	No appeal	Some artistic expression	Very appealing
Total = _____ / 40 points			

Ponte en forma: Rubric for Questionnaire			
Criteria			
Culturally correct questions	No indication of cultural awareness 5	Some indication of cultural awareness 7	Evidence of cultural awareness 10
Grammatical structures	Significant patterns of errors; difficult to comprehend 2	Two or fewer significant patterns of errors that impede comprehension 5	A few errors but none impede comprehension 10
Required information	Most required information not present 2	1-2 elements missing 5	Followed guidelines; all required elements present 10
Total = _____ / 30 points			

Ponte en forma: Rubric for Diet and Exercise Proposal			
Criteria			
Statement of client's health status	Incomplete summary 5	Client is somewhat more aware of his health status 7	Client understands well what he or she is doing correctly 10
Use of positive and constructive criticism	No attempt to balance 0	More negative than positive comments 6	Good balance 10
Action plan	Does not represent the needs of the client 0	Incomplete and unreasonable proposal 5	Complete and reasonable proposal 10
Total = _____ / 30 points			

Ponte en forma: Rubric for Oral Presentation				
Criteria	Out of Shape 2 points	Light Weight 5 points	There is hope 7 points	Now you are buff 10 points
Creativity	Basic presentation with no creative additions	Expanded presentation with at least one creative addition to original assignment	At least two creative additions to the original assignment	Very creative, expanded presentation with at least three creative additions to original assignment
Accuracy of language	Many patterns of errors with known grammatical points; errors interfere with comprehension responses	Two or fewer patterns of errors with known grammatical points that interfere with comprehension	Some errors with known grammatical points interfere with comprehension	Mostly correct language with few errors with known grammatical points; none interfere with comprehension
Pronunciation	Significant patterns of errors Difficult to comprehend	Two or fewer significant patterns of errors that impede comprehension	Some errors impede comprehension	Very few errors and none impede comprehension
Total = _____ / 30 points				



School Days

Rachel Wawro
Haslett Public Schools
Haslett, MI

SCENARIO PROFILE

Language	Spanish
Grade Level	High School, Level I
General Proficiency Level	Novice
Duration of Scenario	Thirty 30 or 35-minute class sessions

I: SCENARIO COMPONENTS

DESCRIPTION

Novice-level students customarily complete a unit of study on school-related topics, including school supplies, classes, and class schedules. Using textbook and other print materials, photos, and websites from a variety of Spanish-speaking countries, students compare their school day to a typical school day in South America. Using new vocabulary and based on these comparisons, students create a four-page informational brochure inviting students from other countries to attend their school. The brochure must highlight the similarities and differences in classroom and school design, materials, classes, and daily schedules that foreign exchange students should expect.

LESSON PLAN OBJECTIVES

- Students ask about and describe the objects that are commonly found in a typical classroom in North and South America. (Lessons 1 - 6)
- Students identify school supplies in Spanish. (Lessons 7 - 12)
- Students ask and tell what school supplies particular people need. (Lessons 7 - 12)
- Students ask about school schedules, describe their school schedules and state the names of their classes. (Lessons 13 - 18)
- Students ask for and tell time using a 12-hour and a 24-hour clock. (Lessons 19 - 25)
- Students ask for and state the times and days of the week on which particular events are scheduled. (Lessons 19 - 25)
- Students ask for and provide descriptions of people. (Lessons 26 - 31)
- Students ask for and state their opinions using *porque* and a description. (Lessons 26 - 31)

ASSESSMENT ELEMENTS

- ✓ Rubric for Oral Activities
- ✓ Rubric for School Days Brochure

STANDARDS

1.1 Interpersonal Communication

- Students ask and answer questions using *¿Cuántos / ¿Cuántas?* and *muchos / muchas*, ask about and tell what supplies they need and already have for each class, and ask and answer questions about their school schedules.
- Students ask about and describe their favorite classes and conduct a survey in which they ask their classmates which of the five classes listed they like most.
- Students ask for and tell time and ask and answer questions about the time using school schedules, television schedules, bus schedules, and movie listings.
- Students interview their classmates about their daily schedules and use the verb *querer* to ask and answer questions about what they want and need to do at different times of the day.
- Students ask for and give descriptions of classrooms, teachers, friends, celebrities, and other famous Americans and Spanish-speaking people.
- Students ask for, state and justify their opinions.

1.2 Interpretive Communication

- Students listen or listen and draw as the teacher shows, names, and describes classroom furnishings and school supplies.
- Students read a receipt from a store in Chile, an advertisement for school supplies from a store in Spain, and a paragraph in which three South American students describe what they need for school.
- As the teacher tells time, students use paper plate clocks to set and display the time.
- Students read a monthly calendar and informational passages about *la hora latina* and about Spanish-speaking students' daily schedules, lives and activities.
- Students listen as the teacher describes printed class schedules, teachers in the school, and other famous Hispanics.
- Students read about report cards, grading scales, and course scheduling patterns for secondary students in Mexico, Spain and some South American countries.
- Students read autobiographical descriptions written by Spanish-speaking students.

1.3 Presentational Communication

- Students list in writing as many school supplies as they can remember from a set presented on a tray. Students present their lists to the class.
- Students create and share an advertisement for school supplies.
- Students create and present a version of their class schedule and an imaginary schedule in a format that would be typical of a school in South America.
- Students tabulate survey results and present them in a bar graph.
- Students describe what people need and want to do at different times of the day.
- Students create bookmark self-descriptions using a list of adjectives and letters from their name.
- Students prepare and present a written description of a person of their choice as well as descriptions of classrooms, people, and their activities.

2.1 Practices and Perspectives of Culture

- Students learn that students in many Spanish-speaking countries take more classes than U.S. students because many courses are not scheduled to meet each day.

- Students learn that students in Latin American often stay in the same classroom all day while teachers move from room to room and that students usually carry all of their school supplies to and from school with them because they do not have lockers.
- Students discuss the practice of arriving on time for school and work but late for social gatherings.
- Students learn at what time students in South America go to school, have lunch, have afternoon classes, leave school, participate in afternoon activities, and study.

2.2 Products and Perspectives of Culture

- Students look at pictures of classrooms in schools in South America.
- Student learn about report cards, grading scales, and course scheduling patterns for secondary students in Mexico, Spain, and South American countries
- Students learn that many published schedules indicate time using the 24-hour clock.

3.1 Reinforcing Knowledge

- Students locate Spanish-speaking countries around the world.
- Students calculate how much a set of school supplies cost in Chilean *pesos* and in dollars and calculate prices for a set of school supplies before and after a percentage discount of their choice was applied.
- Students tabulate survey results and display them in a bar graph.

3.2 Acquiring New Knowledge

- Students learn to tell time using the 24-hour clock.
- Students learn about famous Spanish-speaking people.

4.1 Linguistic Comparisons

- Students compare the uses of the verb *ser* with the verb *to be* in English.

4.2 Cultural Comparisons

- Students compare classrooms in Spanish-speaking countries with classrooms in their school.
- Students compare money and price equivalencies for school supplies in the United States, Spain, and Chile.
- Students compare report cards, grading scales, and class scheduling patterns for secondary students in Mexico, Spain, South American countries, and the United States.
- Students compare South American students' long lunch breaks and daily schedules with their own daily schedule.

5.1 Schools and Community

- Students present their brochures at a meeting of the local chapter of *Youth for Understanding*, to students who will participate in an up-coming study-abroad opportunity or to the members or scholarship committees of service organizations like Rotary who award study-abroad scholarships to deserving youth.

II: LESSON PLANS

Lessons 1-6

Functions

Asking for and stating information

Asking for and offering a description

Vocabulary

Furnishings in schools:

el cartel, el escritorio, la mesa, la puerta, la radio, el reloj, la revista, la silla, el televisor, la ventana

Grammar

The expression *hay...*

Adjectives of quantity: *muchos / muchas, cuántos / cuántas*

Culture

Practices and Perspectives

Students learn that groups of students in South America stay in one room while the teachers travel from room to room and that students usually carry all of their school supplies to and from school.

Materials

Transparency of line drawings and photographs of American classrooms and classrooms in Spanish-speaking countries

White boards and dry-erase markers

Index cards

Ven conmigo: Level I, Holt, Rinehart, and Winston, 1996

Quiz

Technology and Equipment

Computer with Internet access

Websites

<http://www.localaccess.com/chappell/chile/schools/htm>

<http://www.columbiaschool.com/galeria/sindex.htm>

Sequence of Activities

1. Students listen as the teacher shows, names, and describes classroom furnishings and objects.
2. Students listen to the teacher's commands, then draw pictures on whiteboards of the object(s) named (*Ex: Dibuja un cartel*).
3. Students listen to simple descriptions of combinations of objects and furnishings found in different classrooms; students draw the objects that are named. Students compare their answers with their neighbors' or with photos of authentic Hispanic classrooms obtained from internet sites:
<http://www.localaccess.com/chappell/chile/schools/htm>

<http://www.columbiaschool.com/galeria/sindex.htm>

Ex. *En la clase del Señor Smith hay una mesa, tres carteles y dos sillas.*

4. Students ask questions using *¿Cuántos / ¿Cuántas?* and answer questions using *muchos / muchas...*
5. Using index cards with questions (Ex. *¿Qué hay en la clase de español? ¿Necesita organizar su escritorio la profesora? ¿Cuántos carteles hay en la clase de español?*) students ask for and give descriptions of particular classrooms.
6. In pairs and sitting back to back so that one student in each pair cannot see the line drawings and photos on the overhead, students take turns describing different pictures of classrooms. As one student describes the rooms, the other draws what he hears. Students compare their drawings with the one shown on the overhead.
7. Students learn that students in Latin American often stay in the same classroom all day while teachers move from room to room and that students usually carry all of their school supplies to and from school with them because they do not have lockers.
8. For homework, students complete a worksheet using *¿Cuántos / ¿Cuántas?*, *muchos / muchas...*, and the new vocabulary. Students also describe two classrooms in the school.
9. Listening and writing quiz. The teacher describes objects in a classroom while students fill in the pictures. Students write five sentences using *hay* to describe a simple drawing of a classroom.

Lessons 7-12

Functions

Asking about and stating need

Vocabulary

Classroom materials:

el bolígrafo, la calculadora, la carpeta, el cuaderno, el diccionario, la goma de borrar, el lápiz, el libro, la mochila, el papel, la regla

Adverbs:

ya, todavía

Grammar

The verb *tener*

The verb *necesitar*

Culture

Products and Perspectives

Students look at receipts and advertisements from stores in Chile.

Materials

Paper or dry-erase boards and markers

School supplies or photos of school supplies from Spanish-speaking countries

Store receipts for purchases of school supplies

Store advertisements for school supplies

Visuals for vocabulary and items for tray

Index cards

Ven conmigo Level II, Holt, Rinehart, and Winston, 1996

Quiz

Sequence of Activities

1. Students take turns reading the descriptions of classrooms in the school that their classmates wrote; other students draw the classroom, check their drawings with a neighbor, and guess which classroom it is.
2. Students listen as the teacher introduces the 12 school supplies listed above using visuals, objects, and actions.
3. After reviewing the names of school supplies, students have a limited amount of time to look at and try to remember and list all of the items on a tray. In subsequent rounds of the game, students close their eyes and the teacher takes away several items. Students list the items that are missing.
4. Students read a store receipt from *Lápiz López*, a school supply store in Chile, and verify important details, including the date of purchase, the name of the store, what was purchased, and how much the purchases cost in Chilean *pesos* and in American dollars.
5. Students read an advertisement for school supplies from a store in Spain and answer simple questions.
6. After reading the advertisement, students create their own advertisement for school supplies. The advertisement must include two sale items for which prices are indicated both before and after a percentage discount of the student's choice was applied; all prices must be stated in *pesos*.
7. Students read a short paragraph from *Ven conmigo* (p. 51) in which three South American students describe what they need for school.
8. Students ask and answer questions about what supplies they need and already have for each class. On an index card, each student has information that he or she needs to get from a partner. (Ex: *¿Tiene Lola una calculadora? ¿un lápiz? ¿Qué necesitas para tus clases?*)
9. Quiz: Based on the teacher's oral cues, students draw pictures of the school supplies different students need; students answer personal questions about their school supplies (EX: *¿Qué necesitas para la clase de español? ¿Qué necesitas para la clase de matemáticas? ¿Cuántos cuadernos necesitas para tus clases?*)

Lessons 13-18

Functions

Asking for and giving information

Vocabulary

School subjects:

las ciencias, el coro, el álgebra, la geometría, las ciencias sociales, la geografía, la historia, la educación física, el descanso, el almuerzo

Expressions:

primero, último

Grammar

Verbs *hablar, escribir, escuchar*

Culture

Products and Perspectives

Students look at grading scales, report cards, and class schedules.

Materials

Printed class schedules for secondary students in Spanish-speaking countries

Reading passage about school schedules and grading systems for students in Mexico, Spain, and/or South America

Paper and markers for surveys and bar graphs

Blank forms for generating class schedules

Ven conmigo Level II, Holt, Rinehart, and Winston, 1996

Quiz

Technology and Equipment

Computer with Internet access

Websites

<http://www.colegio-bautista.cl/profesor/profesor.html>

<http://www.scollege.cl/espanol/intex.htm>

Sequence of Activities

1. Students read the staff listing from the website to determine what classes each department offers. <http://www.colegio-bautista.cl/profesor/profesor.html>
2. Students listen and look at printed class schedules in Spanish as the teacher presents new vocabulary. Students note the school supplies that are needed for each class.
3. Students ask and tell others about their favorite classes.
4. Students create a survey to determine which of the classes their classmates like most. Students display the results of their surveys in a bar graph.
5. Students ask and answer questions about their classes telling which classes they like, dislike, have a lot of homework, have no homework, are scheduled first or last in the day, and the teacher's name.
6. Students read about the number of classes students take in some South American countries and compare this to their schedule. They learn that students in many Spanish-speaking countries take more classes because many courses do not meet each day.
7. Students read about report cards, grading scales, and course scheduling patterns for secondary students in Mexico and Spain and in some South American countries. (Example text: *Vamos a leer*, *Ven conmigo* page 90).
8. Students re-format their American class schedule in a way that would be typical of a school in South America.
9. Students compare their American schedule and their revised schedule and explain what classes are the same and how often their favorite classes would meet. Based on their comparisons, students decide if they would prefer their current schedule or their schedule if they went to school in South America.
10. Students create an imaginary schedule by selecting from among the options listed on the website <http://www.scollege.cl/espanol/intex.htm>.

11. Oral quiz: Students answer questions about their school schedules and what school supplies they need for each class.

Lessons 19-25

Functions

Asking for and telling time

Vocabulary

Days of the week

Telling time

Culture

Practices and Perspectives

Students learn to use a 24-hour clock and learn about the practice of arriving late for social gatherings.

Students learn why students in South America have long lunch breaks.

Products and Perspectives

Students look at television, movie, and bus or train schedules

Grammar

Forms of the regular verbs *estudiar*, *leer*, *escuchar*

The irregular verb *querer*

Materials

Paper plate clocks

Time flashcards

School schedules

Overhead transparency with pictures of students wanting to study, watch television, and other activities

Television, bus and movie schedules from Spanish newspapers

Ven conmigo Level II, Holt, Rinehart and Winston, 1996

Quiz

Technology and Equipment

Overhead projector

Computer with Internet access

Websites

<http://www.isc-cic.com.br/general.php?idioma=1>

<http://www.scollege.cl/info/calendario/calendario/dic.htm>

<http://www.dominicos.org/arcas/servicios1/horario.htm>

Sequence of Activities

1. As the teacher tells time, students use paper plate clocks to set and display the time.

2. Students ask for the time and alternate with the teaching in calling out times for others to set on their clocks.
3. Using flashcards, students practice asking for and telling time with a partner.
4. Students ask and answer questions using two school schedules (EX: *¿A qué hora tiene Lola la clase de inglés? ¿Quién tiene la clase de arte a las 10:30? Son las 8:15. ¿Qué clase tiene Pablo?*).
5. With the teacher, students look at Spanish newspapers and discuss television schedules that use 24-hour time.
6. Students read bus schedules, movie times from newspapers, and other schedules that use 24-hour time.
7. Students look at the monthly calendar from noting different activities on different days and at different times of the week.
<http://www.scollege.cl/info/calendario/calendario/dic.htm>
8. Students read *La hora latina* from the text (*Ven conmigo*, page 83) and discuss the practice of arriving on time for school and work but late for social gatherings.
9. Students read *Horario del colegio* from the website and ask and answer questions about a student's schedule (EX: *¿A qué hora estás en la clase de español? ¿Y la clase de inglés? ¿Qué haces a las 10? ... ¿y a las 11:30? ¿y a las 8:45?*).
<http://www.dominicos.org/arcas/servicios1/horario.htm>
10. Students read the section *Panorama cultural* (*Ven conmigo*, page 79) in which South American students describe their daily schedules, noting at what time they go to school, have lunch, have afternoon classes, leave school, participate in afternoon activities, and when they study.
11. Students discuss why students in South America have long lunch breaks and compare this daily schedule with their own.
12. Students interview their classmates about their daily schedule.
13. Students use the verb *querer* to ask and answer questions about what they want and need to do at different times of the day.
14. Using an overhead transparency, students describe what other people need and want to do (study, buy supplies, do homework, talk on phone, watch TV, visit friends) at different times of the day.
15. Reading quiz: students read and answer questions about the lives and activities of two students in Chile.

Lessons 26-31

Functions

Asking for a description and describing people and things

Asking for, stating, and justifying an opinion using *porque*

Vocabulary

Descriptive adjectives:

alto, bajo, bonito, cómico, difícil, divertido, estricto, fácil, feo, grande, guapo, inteligente, interesante, malo, moreno, nuevo, pequeño, rubio, simpático, flaco, gordo

Grammar

The verb *ser*

Adjective agreement

Culture

Practices and Perspectives

Students look at photos of children in South America in school, on their way to school, and spending time together.

Materials

Photographs of teachers

Magazine pictures of Spanish-speaking celebrities and other famous people (*People, People en español*)

Autobiographical descriptions of young Spanish-speaking people

Materials to make bookmarks (markers, crayons, colored paper, ...)

Envelopes with teacher-prepared questions

Teacher-prepared worksheets on *ser*

White boards and markers

Photographs of classrooms

Back to School Maya Ajmera and John D. Ivanko, Charlesbridge Publishing, Watertown, MA 2001.

Ven conmigo Level II, Holt, Rinehart and Winston, 1996

Quiz

Technology and Equipment

Computer with Internet access

Websites

<http://www.fundacion-flors.com/alumnos/alumnos.htm>

<http://www.localaccess.com/chappell/chile/schools.htm>

Sequence of Activities

1. The teacher introduces descriptive adjectives using a variety of overhead transparencies of teachers in the school, Spanish-speaking celebrities and other famous Hispanic people.
2. Students ask for and give descriptions of famous Americans and Latinos.
3. Students read autobiographical selections from the website <http://www.fundacion-flors.com/alumnos/alumnos.htm>.
4. Students create a bookmark using adjectives starting with the letters of their first name. Example: PACO: P = *paciente* / A = *abierto* / C = *cómico* / O = *organizado*.
5. Working with partners and using an envelope containing a set of prepared questions, students ask for and give descriptions of their teachers, classrooms, and friends (EX: ¿Cómo es tu profesor/a de español? ¿Cómo es tu profesor/a de inglés? ¿Cómo es tu amigo/a? ¿Cómo es la clase de matemáticas? ¿Cómo eres tú?)
6. Students compare the uses of the verb *ser* with the verb *to be* in English. Using teacher-prepared worksheets and white boards, students practice the forms of the verb *ser*.
7. Students select a photo and write a description of that person in at least five sentences.

8. Students describe photos of classrooms from the website <http://www.columbiaschool.com/galeria/sindex.htm> and compare them with the classrooms in their school.
9. Students state and justify their opinions using *porque* (EX: *¿Cuál es tu clase favorita? ¿Por qué? ¿Cuál es tu deporte favorito? ¿Por qué? ¿Cuál es tu película favorita? ¿Por qué?*).
10. Students write descriptions of the people and activities depicted in photos from the book *Back to School*.
11. Oral interview quiz: Students describe the people and activities shown in a variety of pictures.

School Days Brochure: Project Guidelines

Create a five-page brochure inviting South American students to Haslett High School.

The first page should be a title page with our school name, address, and phone number.

The other four pages should include information on our school.

Each page should address one of the five categories that we have studied:

1. describe the classrooms and overall design of our school,
2. describe at least three teachers,
3. describe the texts, school supplies, and other materials needed for school and show how materials are carried and where they are kept,
4. describe at least three classes
5. describe a typical daily schedule.

You must include

1. four or more sentences in each section of the brochure and
2. a statement comparing similarities and differences between our school and schools in South America.

This assignment must be completed at home.

Some helpful ideas:

1. When describing the classroom and school design, explain what the classrooms, lunchroom, special areas and the building as a whole look like and what objects one might find in a typical Haslett High School (H.H.S) classroom.
2. When describing our teachers, explain what they are like and what personality and character traits or behaviors students can expect.
3. When describing school materials, explain exactly what items, materials, and school supplies you need each day at school.
4. When describing classes, explain the classes offered at H.H.S. and tell which classes are required and which are optional.
5. When describing daily schedules, explain a typical daily routine for H.H.S students.
6. When describing similarities, use the word *también*.
7. Watch verb tenses, adjective agreement, spelling and accent marks.

III: ASSESSMENT PLAN

Narrative

As noted in the lesson plans, students' skills are assessed at the end of each group of lessons using listening comprehension, reading, writing, and oral activities. Students' oral presentations and short dialogues with partners scheduled throughout the unit are also be assessed. Finally, students are assessed on their final project — a brochure describing life in our school and inviting students in other countries for a visit.

Rubric 1: Oral Activities

Many oral interview and paired activities are planned throughout the scenario. The following rubric is used to assess these activities.

School Days: Assessing Students' Oral Interviews			
Criteria	1 point	3 points	5 points
Pronunciation and comprehensibility	Poor pronunciation makes it difficult to understand most of what the student is saying	Some words are mispronounced but most of what the student says is comprehensible	The student makes few errors in pronunciation and all of what is said can be understood
Use of Spanish	Student frequently uses English	Student uses some English but uses Spanish most of the time	Student always speaks Spanish
Conversational interaction	Student makes no response or follow-up to what partner says	Student often responds to what partner says	Student always responds to partner, listens and asks follow-up questions or volunteers additional information
Total = _____ / 15 points			

Rubric 2: School Days Brochure

School Days: Assessing Students' Brochure			
Criteria	1 point	3 points	5 points
Title page and depth of information	No title page is included OR the title page provides only one piece of information The brochure addresses one or two categories in four or more sentences each	The title page includes two pieces of information The brochure addresses three or four categories in four or more sentences each	The title page includes school name, address, and phone number The brochure addresses all five categories in four or more sentences each
Evidence of cultural comparisons	A cultural similarity OR difference is provided for two of the five categories	A cultural similarity OR difference is provided for each of the five categories	A cultural similarity AND a difference is provided for all of the five categories
Appearance and creativity	Brochure lacks both color and illustrations	Brochure lacks either color or illustrations	Brochure is colorful and well illustrated
Accuracy	Student makes many errors when using targeted structures; errors interfere with comprehensibility	Student uses some targeted structures correctly and appropriately; errors rarely interfere with comprehensibility	Student uses all targeted structures correctly and appropriately
Vocabulary use	Student correctly uses a very limited vocabulary	Student correctly uses recently practiced vocabulary	Student correctly uses a variety of practiced and new vocabulary
Total = _____ /25 points			



Famous Artists / Artistas famosos

Lori Webb

Williamston High School

Williamston, MI

SCENARIO PROFILE

Language	Spanish
Grade Level	High School, Level II
General Proficiency Level	Novice/Intermediate
Duration of Scenario	Thirteen 55-minute class sessions

I: SCENARIO COMPONENTS

DESCRIPTION

Students research information about an artist of their choice from the Spanish-speaking world. Students then produce a PowerPoint presentation to provide information about the artist, describe the major work(s) of the artist, and provide opinions about the artist and his/her works. Students place the artist and his/her art in the appropriate historic and geographical context.

LESSON PLAN OBJECTIVES

- Students begin to learn about various Spanish and Hispanic artists via the Internet, art history books, and teacher examples.
- Students choose one artist from the Spanish-speaking world that they would like to learn more about.
- Students express a few basic facts about the artist of their choice.

ASSESSMENT ELEMENTS

- ✓ Art Project Rubric

STANDARDS

1.1 Interpersonal Communication

- Students exchange opinions on various artists in class as well as online through interactive activities with various museums on the Internet.
- Students engage in question and answer sessions/discussions while selecting an artist.

1.2 Interpretive Communication

- Students read the Internet sites about various Spanish artists and museums.
- Students listen to the teacher and students discuss various artists.

1.3 Presentational Communication

- Students give a PowerPoint presentation on their artist and his/her major work(s).

2.2 Products and Perspectives of Culture

- Students learn about significant works of art from the Spanish-speaking world.
- Students learn about the significance of works of art and artists from distinct time periods and the impact it had on the target culture.
- Students learn about the major art museums in the Spanish-speaking world.

3.1 Reinforcing Knowledge

- Students reinforce their knowledge of history and geography through the study of the artists and works of art.
- Students reinforce their knowledge of the humanities through the study of the artists and works of art.

3.2 Acquiring New Knowledge

- Students study famous artwork from the target culture's perspective.

4.1 Comparing Languages

- Students highlight the similarities and differences between the past tenses in Spanish and English.

4.2 Comparing Cultures

- Students discuss the differences between art studied in class and the art they enjoy/feel is popular in the United States.

5.2 Lifelong Learning

- Students use their knowledge of art and artists of the Spanish-speaking world to enhance future visits to museums and other countries

II: LESSON PLANS

Weeks 1-8

Functions

Narrating in the past, expressing opinions, discussing past events, asking for information and stating information

Vocabulary

Art related vocabulary:

el cuadro, la obra, la escena, la pintura, el artista, el personaje, el fondo, claro, oscuro

Grammar

Review formation and uses of the regular preterite tense of *-ar*, *-er*, and *-ir* verbs

Review preterite forms of *ser*, *ir*.

Culture

Practices of Culture

Students learn how Spain promotes its art and artists through museums and websites

Products of culture

Students view famous works of art and learn about the artists in the Prado and Reina Sofía Museum by visiting museum websites

Students learn about the importance of artists and their work in Hispanic culture

Students learn about the contributions of Hispanic artists to world culture

Materials

Teacher-created PowerPoint presentation about a Spanish/Hispanic artist

Teacher-created handout to review preterite tense

Technology and Equipment

Computer with Internet access

Websites

Prado Museum: <http://museoprado.mcu.es/>

Reina Sofia Museum: <http://museoreinasofia.mcu.es/>

Week 1

Sequence of Activities

Day 1

1. The teacher provides information about the project, explains the purpose and outcomes of the project, and how students will be expected to complete it. The teacher distributes out the assessment rubric and explains the proper use of PowerPoint as a presentational tool.
2. The teacher begins the scenario by sharing the work of a famous artist he/she is familiar with and likes. The teacher discusses how he/she learned about this artist and gives a sample PowerPoint presentation that will be similar to the final project students create at the end of the 6-8 week period. The presentation takes about 15 minutes. The teacher also explains that the starting point for learning how to use biographical and historical information correctly is our own lives.
3. Students review the regular preterite tense in Spanish with the teacher-created handout.
4. The teacher practices the preterite and imperfect tenses by having students work on their own biographical information. They begin by orally explaining to a partner one past event from their own lives using primarily the preterite tense. Students then share favorite childhood stories in a whole-group setting. Students illustrate these “stories” of childhood experiences, as well as write them out using the correct preterite tense forms.
5. Students are exposed to various websites to utilize throughout the scenario.
6. Students use the remainder of the hour to go to the computer lab to begin searching

- the websites given for an artist they enjoy.
7. In the coming weeks students continue to review and practice the preterite/imperfect tenses by putting together an autobiography. Students can use “free-write” time in class (for example the first 10 minutes of class). The autobiography is an individual project that is to be completed simultaneously with the *Artistas famosos* learning scenario and is beneficial for reinforcing the use of the imperfect/preterite for narrating in the past.

Day 2

1. The teacher continues to explain the rubric as questions come up. The teacher provides additional concrete examples of what the rubric means and what the students will need to do to earn the type of outcome they would like to have.
2. Students review the preterite and imperfect tenses through teacher-generated activities that complement the school curriculum. The teacher distributes a calendar to help students budget their time.

Day 3

1. Students go to the computer lab and visit the Prado website. Students take a virtual tour of the Prado and share their favorite and least favorite paintings with a partner.
2. Students complete a teacher-generated worksheet-guide for the Prado Museum using the *trackstar* website.

Day 4

1. After an in-class warm-up and short reinforcement activity, students again go to the computer lab for a portion of the hour. Students visit another art-related website such as another museum or a website for a specific artist.
2. Students complete a teacher-generated worksheet-guide to the website.
3. Students begin to make choices about what art appeals to them and which general era of art they enjoy most.
4. The teacher continues to create activities to broaden students’ knowledge on Spanish and Hispanic art and also reinforce the use of the preterite and imperfect tenses.

Day 5

1. The teacher continues to create activities according to class curriculum as well as create activities surrounding famous art.
2. Students make a preliminary choice as to which artist they want to study in pairs.
3. The teacher records the information, ensuring there is a good mix of artists.

Week 2

General Activities

1. The teacher continues to give students review activities with the tenses as well as give students information on their autobiography assignment, if teacher chooses to use it.
2. The teacher gives students class time and lab time to begin project.
3. The teacher helps students (or finds other students to help) with using the

- PowerPoint application.
4. Teacher creates a checklist for students to track their own progress.

Day 1

1. Students get a checklist for the week, or for the next few weeks, whichever the teacher decides, that will give students benchmarks with dates to chart their progress.
2. Students work in computer lab on project.

Day 2

1. The teacher reviews tenses with students.

Day 3

1. Students go to computer lab to work on projects.

Day 4

1. The teacher answers any questions brought up by students now that they have had a chance to begin work on their project. The teacher continues to reinforce major grammar and vocabulary areas by creating activities that link to curriculum and the project outcomes.

Day 5

1. The teacher links the art scenario with the autobiography project and students use this day to work on their autobiographies. For example, the teacher can create activities in which the students begin to think of themes for their individual chapters in their own autobiographies and have students share and continue to share them in class through varied methods. The teacher will also chart the progress of students.

Weeks 3-6

General Activities

1. The teacher gives students two lab days per week to work on the artist PowerPoint presentation.
2. The teacher continues to incorporate personal stories from students to reinforce the past tenses and give students some structured time to work on the writing and/or illustration of their autobiographies.
3. The teacher begins to edit the PowerPoint presentations during lab time and gives students various deadlines to allow time for each presentation. For example, the students who volunteer to have theirs edited the first day of editing could receive an extra incentive, or be able to choose when they want to present.
4. Students peer edit each other's work after being guided by the teacher on how to do so.
5. The teacher brings in and shares examples of personal stories and autobiographies in Spanish.
6. The teacher gives ideas for additional themes of autobiographies and things to look for while preparing the PowerPoint presentations.

7. The teacher plays “Name that Person” using famous Hispanic people throughout history and letting students guess who the person is.
8. The teacher collects personal stories from students and plays a similar game
9. The teacher brings in a Spanish-speaking guest speaker to share his/her life story, and also talk about how knowing Spanish has helped him/her to reach his/her own goals.
10. The teacher takes students on a field trip to a museum where students can see Spanish or Hispanic art. The teacher calls a museum such as the Detroit Institute of Art or the Kresge Art Center in Lansing, MI and asks the museum personnel to set up a viewing of Spanish or Hispanic art for the students.

Week 7

General Activities

1. The teacher continues to chart student progress by establishing more and more interim deadlines as the final project comes due.
2. The teacher continues to follow program curriculum.
3. Students have time to rehearse the PowerPoint presentation before the final presentation for the entire class.
4. Students continue to work on their nearly completed autobiographies.

Day 1

1. The teacher sets up the week and gives students additional time at the computer lab to finalize their presentations. Students who have completed the written presentation can continue to practice delivery of their oral presentations. The teacher stresses that Power Point is a presentational tool used for main points, not to be read from.

Day 2

1. The teacher conducts regular class schedule, reminding students they will have one more lab day to finish their projects, and the final lab day will be used to do a “dry-run” of the presentations in small groups.

Day 3

1. All PowerPoint presentations are to be completed by this day.

Day 4

1. Students continue with regular classroom activities.

Day 5

1. Student’s last lab day. The teacher divides students into small groups where they practice presenting before the final presentations in Week 8.

Week 8

General Activities

1. During this week, the teacher schedules student pairs to present their projects.
2. The teacher gives students in the audience specific tasks to keep them listening to the projects. For example, the student audience can be required to ask questions after the presentations or could have an information sheet to keep track of information learned about the various artists presented.

III. ASSESSMENT PLAN

Narrative

Throughout this project, the teacher assesses students daily. Once students have an artist in mind, they begin to fill out the checklist for basic information and this documentation is then turned into the teacher after the first week of work. Once students successfully complete the checklist, they begin to design their PowerPoint presentation. Students decide what key facts they would like to center on, and begin to write up preliminary notes. These notes are collected by the teacher at the mid-point of the project, and are used as additional assessment for teacher comment. Once the plans are in place for the student projects, students put their PowerPoint presentations together. Throughout this time, teacher and peer editing takes place each day. In the final week of the project, the teacher views each presentation to finalize all editing. The next step is for students to complete a mock presentation with another pair. The final days of the project are spent presenting in a whole-group format, where students who are not presenting are expected to ask questions for discussion after each presentation.

Artistas Famosos: Project Rubric			
Criteria	Scribble Art 1 point	Street Art 3 points	Picasso 5 points
Completa con buena presentación	No tienes lo que necesitas; no es completo	Tienes todo lo que necesitas, pero es difícil comprender lo que dices durante la presentación	¡Tienes confianza! Tienes todo lo que necesitas y es fácil comprender la presentación
Buen uso del pretérito y del imperfecto	No usas ni el pretérito ni el imperfecto para narrar en el pasado	Usas el pretérito y el imperfecto para narrar en el pasado, pero estás un poco confundido/a	Usas el pretérito y el imperfecto para narrar con pocos errores
Buen uso del vocabulario con descripciones buenas	El vocabulario no es correcto; no hay detalles	Usas muy poco vocabulario para describir el arte; no hay muchos detalles	Usas mucho vocabulario para describir el arte y tienes muchos detalles para cada obra

Total = _____ /15 points

Student Checklist for Presentation

Yo tengo...	Información	Fecha
1. Nombre del artista		
2. País o lugar del origen del artista		
3. Lugar/escuela donde el artista estudió		
4. Fecha del nacimiento del artista		
5. Fecha de la muerte del artista		
6. Causa de la muerte del artista		
7. Por que el artista comenzó a pintar/dibujar		
8. El estilo del artista		
9. Con quien estudió el artista		
10. Las influencias sobre el artista		
11. Esposo/a del artista		
12. Lo que pasó en el mundo durante la vida del artista (cosas políticas, por ejemplo)		
13. Algo interesante sobre el artista		



House Hunting

Forrest Wenman

Ida High School

Ida, MI

SCENARIO PROFILE

Language	Spanish
Grade Level	High School, Level II
General Proficiency Level	Novice
Duration of Scenario	Eight 50-minute class sessions

I: SCENARIO COMPONENTS

DESCRIPTION

In Level II Spanish, students study the types of housing and housing features that are available in the Hispanic world. After learning some basic housing vocabulary, they draw and label, in Spanish, what they would consider to be an adequate dwelling for them and their families. Then, with a partner they role-play a situation in a real estate office between a client and an agent; one student describes the type of house he/she is looking for and the agent explains what is available. During the next phase of the project students role-play a scene that takes place some ten years into the future after students have graduated and are well established in a career. They are informed that they have a new job in Spain and must move there with their families for a few years. Each student is assigned to live in a different region of Spain. Each student then uses the Internet to visit a Spanish real estate site to find a real dwelling that is of interest to them in his/her region of Spain. After collecting information about the dwelling, students write a paragraph describing it in as much detail as possible. Then, they then create an advertising brochure for the house. Finally they present their house to the rest of the class.

LESSON PLAN OBJECTIVES

- Students become familiar with vocabulary to talk about housing. (Lesson 1 - 2)
- Students describe and report on features of housing. (Lesson 1 - 2)
- Students use Spanish to role-play a scene in a real-estate office between a realtor and client. (Lesson 3)
- Students develop a knowledge and understanding of the types of housing and amenities available in Spain by acquiring information from the Internet. (Lesson 4)
- Students understand the similarities and differences between housing in Spain and the U.S. (Lesson 4)
- Students create a real estate brochure using Microsoft Office or a similar program for presentation to the class. (Lessons 5 - 6)
- Students present their brochures, advertisements, and houses to the class in Spanish. (Lessons 7 - 8)

ASSESSMENT ELEMENTS

- ✓ Rubric for Role-Play for House Hunting
- ✓ Rubric for Brochure and Advertisement
- ✓ Rubric for the Descriptive Paragraph about the House

STANDARDS

1.1 Interpersonal Communication

- Students obtain information from an authentic real estate website and role-play the parts of realtor and client.

1.2 Interpretive Communication

- Students obtain information about housing in Spain from an authentic real estate website.
- Students understand and interpret spoken information from a fellow student during a role-play situation.

1.3 Presentational Communication

- Students write about the housing they find and share the information with the class.
- Students present a brief description in Spanish of their dwelling to another student.
- Students create an advertisement and brochure about their dwelling.
- Students present their brochure and advertisement to the class.
- Students present their house to the class.

2.1 Practices and Perspectives of Culture

- Students demonstrate an understanding about where Spaniards live, with whom they live, and the activities they do in their homes.

2.2 Products and Perspectives of Culture

- Students demonstrate an understanding of the types of housing, types of features and amenities offered, size of dwellings, geographic locations of housing and the cost of housing in Spain.

3.1 Reinforcing Knowledge

- Students reinforce and further their knowledge of other disciplines through the foreign language by converting the metric dimensions of the Spanish dwelling into the U.S. system of measurement.

3.2 Acquiring Information

- Students acquire information and recognize distinctive perspectives by visiting Spanish websites and viewing the styles, sizes and features of housing available in Spain.

4.2 Cultural Comparisons

- Students demonstrate their understanding of culture by comparing the differences and similarities of the cultures of Spain and the United States as demonstrated by the housing available in both countries.

II: LESSON PLANS

Lessons 1-2

Functions

Asking and answering questions about housing
Describing housing
Reporting about housing in written form

Culture

Information about housing in Spain including its availability, price, amenities, location, and availability.

Vocabulary

house:

el aire acondicionado, el apartamento, el ático, el calentador de agua, la casa, el chalet adosado, el chalet pareado, la cocina, el cuarto de baño, la despensa, el dormitorio, el garaje, el horno, el jardín, el lavadero, la lavadora, el lavaplatos, el patio, la piscina, el piso, la sala, el salón, la secadora, el sótano, la terraza

adjectives:

antiguo, barato, caro, de gás, eléctrico, grande, moderno, pequeño

compass directions:

el este, el norte, el oeste, el sur

metric system:

metros cuadrados (m²)

miscellaneous:

cuesta, hay, tener, estar

Grammar: present tense, adjective agreement

Materials

Paper for drawing a floor plan of a dwelling

Student textbook: Gutiérrez, John R. and Rosser, Harry. *¡Ya verás! Segundo nivel*.
Boston: Heinle and Heinle, 1992.

Technology and Equipment

Computers with Internet access

Websites

Real estate sites in Spain

U. S. currency converter site

Metric measurements converter site

Sequence of Activities

1. The teacher reviews house vocabulary on pp. 175, 180, 181 of student textbook *¡Ya verás! Segundo nivel*, including the vocabulary listed above. The teacher gives students the list as a review guide.
2. Students review cultural information about *pisos* on p.186 of *¡Ya verás! Segundo nivel*.
3. The teacher distributes worksheet about the house and instructs students to find a house at a real estate site on the Internet or they may create their own house.
4. After students have filled out the worksheet, the teacher distributes paper to students and has them draw a floor plan of a house containing all of the amenities they consider necessary for a family to live comfortably. The students label the rooms and furniture in Spanish.
5. Students write a short description in Spanish about the house they created in Step 4.

Lesson 3

Functions

Asking and answering questions in Spanish about housing
Describing housing and its features

Grammar

Question formation
Present tense verbs

Materials

Worksheet
Sample floor plans of housing
Paper for drawing floor plans

Technology and Equipment

Computers with Internet access

Websites

Real estate site in Spain: <http://www.remax-spain.com/>
Currency converter: <http://www.xe.net/ucc/full.shtml>
Metric measurements converter: <http://www.allmath.com>

Sequence of Activities

1. Students role-play the parts of realtor and a client looking for suitable housing. Students take turns role-playing both parts and are encouraged to use the completed worksheet and written paragraphs as a guide to keep them on track. This role-play is evaluated by using Rubric 1 located in the Assessment Plan.

Lesson 4

Functions

Interpreting an authentic website written in Spanish
Asking and answering questions in Spanish
Describing housing and its features
Reporting in writing

Culture

Information about housing in Spain including its availability, price; amenities, location available in Spanish homes.

Grammar

Asking and answering questions
Present tense verbs
Adjective formation and agreement

Materials

Worksheet on housing
Paper

Technology and Equipment

Computers with Internet access

Websites

Real estate site in Spain: <http://www.remax-spain.com/>
Currency converter: <http://www.xe.net/ucc/full.shtml>
Metric measurements converter: <http://www.allmath.com>

Sequence of Activities

1. Before this class period, the teacher goes to the authentic Spanish real-estate website <http://www.remax-spain.com/> and downloads the map of Spain and its regions.
2. The teacher makes a copy of this map for each student. The teacher visits all the regions of Spain at this site in order to determine which regions have housing available; this saves class time and avoids the possibility that a student could receive a region which has no housing available.
3. The teacher distributes a copy of the map to each student.
4. The teacher assigns each student to a different region of Spain.
5. The teacher distributes copies of the worksheet to students.
6. The students go to the computer lab. The teacher walks students through the websites.
7. In the computer lab students visit <http://www.remax-spain.com> and select their assigned region. Students are instructed to click on the “comprar” option and select a dwelling. Students print all information and pictures/photos of the house before they begin filling in the information on the sheet.

8. Students go to the Universal Currency Converter (<http://www.xe.net/ucc/full.shtml>) or a similar currency converter site and record the price of their house in U.S. dollars.
9. Students go to the <http://www.allmath.com> or a similar site and convert their m² to ft².
10. The teacher assigns the following for homework: At home students ask their parent(s) the approximate size of their dwelling in square feet and record that figure. The figure gives students a better idea of the comparative size of the dwelling they have found in Spain. Students also write a descriptive paragraph of their dwelling in Spanish.

Lessons 5-6

Functions

Interpreting an authentic website written in Spanish

Describing housing in detail

Creating a brochure

Culture

Information about housing in Spain including its availability, price; amenities, location available in Spanish homes.

Grammar

Present tense verbs

Adjective agreement

Technology and Equipment

Computers with Microsoft Office or a similar program

Sequence of Activities

1. The students create a real estate brochure and an ad in Spanish about their dwelling as if they were trying to sell it to the class. This activity is evaluated by Rubric 2 located in the Assessment Plan.

Lessons 7-8

Functions

Interpreting an authentic website written in Spanish

Asking and answering questions in Spanish

Describing housing and its features

Reporting orally to the class

Culture

Information about housing in Spain including its availability, price, amenities, location available in Spanish homes.

Grammar

Present tense

Adjective agreement

Materials

Student-created brochures and ads

Sequence of Activities

1. Students give a presentation of their Spanish house to the class.
2. The teacher evaluates the oral presentation.
3. The teacher collects all materials and evaluates them. The written paragraphs are evaluated using Rubric 3 located in the Assessment Plan.

III: ASSESSMENT PLAN

Narrative

In the learning scenario students are assessed on various products and activities. Rubrics (which follow this narrative) are used for the assessment of the following activities:

1. The role-play of the conversation between a realtor and client.
2. The advertisement and brochure about their dwelling.
3. The descriptive paragraphs about the dwelling.

Students are also assessed on their oral reporting to the class about their dwelling as well as on the written worksheets (located at the end of this scenario) which are turned in at the end of the project.

Rubric 1

You are moving to Spain for a few years as part of your job. You need to find a place to live for you and your family. In pairs, take turns playing the part of the realtor and the client. As the realtor you should be able to describe, present and answer questions about your dwelling. As the client you need to ask specific questions about the dwelling. Your questions and answers should focus on the following five areas:

- type of dwelling
- rooms in the dwelling
- location of the dwelling
- dimensions of the dwelling
- price in euros of dwelling

You may refer to your notes, your worksheet and pictures, but the final dialog should be conducted as a natural conversation. The rubric for assessing your role-play follows.

House Hunting: Role-Play			
Criteria	Points 1	Points 2	Points 3
Vocabulary and phrase use	Student uses very limited or incorrect vocabulary with repeated words and phrases	Student uses very limited but correct vocabulary and structures and some repeated words and phrases	Student uses mostly correct vocabulary and phrases with some creativity
Amount of communication	Student asks or answers questions in one or two areas	Student asks or answers questions in three or four areas	Student asks and answers questions in all five areas
Comprehensibility	Student errors usually impede comprehension	Student errors sometimes impede comprehension	Errors rarely impede comprehension
Total = _____ / 9 points			

House Hunting: Rubric for Brochure and Advertisement			
Criteria	Points 1	Points 2	Points 3
Vocabulary and phrase use	Student uses very limited or incorrect vocabulary with repeated words and phrases	Student uses very limited but correct vocabulary and structures and some repeated words and phrases	Student uses mostly correct vocabulary and phrases with some creativity
Amount of communication	Student provides information in only one or two areas	Student provides information in three or four areas	Student provides information in all five areas
Comprehensibility	Student errors usually impede comprehension	Student errors sometimes impede comprehension	Errors rarely impede comprehension
Appearance	Few or no illustrations; not neatly done; not logically organized	Some illustrations; fairly neat and mostly organized logically	Very neatly illustrated and organized logically
Total = _____ / 12 points			

House Hunting: Rubric for the Descriptive Paragraph about the House			
Criteria	Points 1	Points 2	Points 3
Vocabulary and phrase use	Student uses very limited or incorrect vocabulary with repeated words and phrases	Student uses very limited but correct vocabulary and structures and some repeated words and phrases	Student uses mostly correct vocabulary and phrases with some creativity
Amount of communication	Student addresses information in one or two areas	Student addresses information in three or four areas	Student addresses information in all five areas
Comprehensibility	Student errors usually impede comprehension	Student errors sometimes impede comprehension	Errors rarely impede comprehension
Style	Student work is sloppy with little regard to mechanics, punctuation and form	Student work is done with attention to mechanics, punctuation and form most of the time	Student work is done with care, following all rules of mechanics and punctuation
Total = _____ / 12 points			

Worksheet: Busco una casa
Español 2

Computadora # _____

Nombre: _____

Utilizando el Internet busca información sobre una residencia en España usando el sitio **www.remax-spain.com** Después, contesta las siguientes preguntas.

1. ¿Dónde está la residencia?

La casa/El piso está en la ciudad de _____ en la region
de _____ en el (sur, norte, este, oeste) _____ del país.

2. ¿Cuáles son las dimensiones de la casa? (Utilice **allmath.com**)

La casa/El piso tiene _____ metros cuadrados (m^2)
o _____ ft^2 (EE.UU).

Mi casa/apartamento/piso tiene _____ metros cuadrados (m^2)
_____ ft^2 (EE.UU).

3. ¿Qué tipo de residencia es?

Es _____.

4. ¿Cuántos dormitorios tiene?

Tiene _____ dormitorios.

5. ¿Cuántos cuartos de baño tiene?

Tiene _____ cuartos de baño.

6. ¿Cuáles son algunas de las cosas interesantes o únicas de la residencia?

7. ¿Cuánto cuesta la residencia? Cambia el dinero de euros a dólares utilizando “The universal currency converter”: www.xe.net/ucc/full.shtml

En España cuesta € _____

y en los EE.UU. cuesta _____ dólares.

8. ¿Cuáles son el nombre, la dirección y el número de teléfono de la compañía que ofrece la residencia?

El nombre de la compañía es _____

La dirección es _____

El número de teléfono es _____

9. ¿Qué te gusta o no te gusta de la residencia? Escribe tus opiniones en un párrafo en español.

Modelos: Me gusta(n) ...porque....
 No me gusta(n) ... porque....

EL PÁRRAFO FINAL:
